

OHIO UNIVERSITY BULLETIN

Vol. XXX

December, 1933

No. 7

Summer Session Announcement 1934

Regular Session --- June 11 - August 3

Post Session --- August 6 - August 24

Published by the University at Athens and
Issued Quarterly
Entered at the Post Office at Athens, Ohio,
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ADMISSION TO OHIO UNIVERSITY

Students entering the University for the first time must make application by presenting an official transcript of their high school or college credits. Students over 21 years of age who have not completed the entrance requirements may be admitted as unclassified students. All students who have taken the General Ability Entrance Test will present an official record of it with their entrance credentials. The test will be given on Monday, June 11, at 3:00 P.M. in Cutler Hall to those who have not presented an official record showing that they have passed the test.

Students enrolled in other institutions who wish to attend the University for the Summer Session only may be admitted with a statement of good standing from the school in which they are enrolled.

Applicants are requested to send credentials to the Registrar and make application for admission several weeks before the opening of the Summer Session.

THE TWO SESSIONS

During the summer, 1934, Ohio University will offer opportunity for study in two summer sessions.

The Regular Session will continue for eight weeks—a half semester. The usual student load will be eight semester hours. Nine hours may be carried on permission of the Executive Committee when the student's record warrants it.

The Post Session will continue for three weeks after the close of the Regular Session. The work will be conducted largely on the conference basis. Three semester hours of credit may be earned. Courses will be offered on demand.

The work of both sessions is considered residence work. Required residence for a diploma or degree may be completed in three summers by attending both sessions each summer.

ADMISSION TO GRADUATE STUDY

Students who have been admitted to graduate study by the Executive Committee will find opportunity for advanced study in a number of the departments of the university. Research on the conference basis will give opportunity for additional advanced study during the Post Session of three weeks.

Address inquiries concerning graduate study to the Registrar, Ohio University, Athens, Ohio.

ADMISSION TO FIFTH YEAR STUDY

College graduates who wish to take additional work on the undergraduate level may register as unclassified students. This work will count as fifth year college preparation and as a basis for salary increase.

ADMISSION TO THE ELEMENTARY AND HIGH SCHOOLS

The University will maintain Elementary and Junior and Senior High Schools during the eight weeks of the Summer Session. Qualified students may enter without payment of fees.

THE HIGH SCHOOL GRADUATE

The high school graduate who has not been able to attend college will find regular beginning Freshman courses offered in the Summer Session. It will be easy to begin one's university course in the summer.

It will be possible to complete a whole year of college work by attending the University for three summers, both sessions.

FACULTY

The faculty for the Summer Session will be composed largely of those who teach on the campus during the regular college year.

EQUIPMENT

The equipment of the University will be available for the students of the Summer Session.

The library will be open daily.

Laboratories, recitation halls, dormitories, gymnasiums, and all administrative offices will function as in the regular college year.

PLACEMENT

The University maintains a Bureau of Appointments for its graduates. The Bureau is ready to give service in keeping with the qualifications and collegiate record of the student.

SPECIAL SUBJECTS

Art

Commerce

Home Economics

Industrial Education

Physical Education

Music

The State Department of Education expects all teachers of Special Subjects who are entering these fields for the first time to have a college degree.

These departments will offer excellent courses in the Summer Session, 1934,

STUDENT TEACHING

Present facilities for student teaching will permit the University to accommodate a number of students in practice work. Reservations for student teaching should be made at once. Address the Director of Teacher Training, Ohio University, Athens, Ohio.

PREPARATION FOR CRITIC TEACHING

Approved graduate students who wish to become supervising critic teachers will find Supervisory Practice, Supervision of Instruction, and certain other advanced courses in Education and Psychology thoroughly practical. It is the purpose of the University to stress the preparation of supervising critics.

CERTIFICATES

The Four-Year Provisional Certificate is granted by the State Department of Education to all students who complete any diploma or degree course in the College of Education. It is granted also to graduates of the College of Arts and Sciences who complete the professional courses which are required by the State Department of Education.

Those who will complete a diploma or a degree course this summer and wish to teach will have ample time to secure certificates after the close of the Summer Session, if all requirements for certification have been met.

ATHLETIC COACHING -- Four-Week Course

The coaching staff of the Physical Education Department will give special attention to courses in coaching and officiating during the Summer Session, 1934. These courses will include instruction in coaching football, basketball, baseball, and track. Coaches Peden, Trautwein, and Grover will be in charge of this work.

These courses and several others dealing with phases of Physical Education will be offered so as to be completed in four weeks, beginning June 11th and closing July 7th.

The usual amount of credit earned in this four-week course will be four semester hours. Five hours may be completed by permission of the Executive Committee.

Fees will be the same as for the regular Summer Session.

UNIVERSITY COURSES

Courses in practically all departments of the University will be offered on the regular college year basis. These will include courses in Agriculture, Art, Biology, Chemistry, Civil Engineering, Civic Biology and Botany, Commerce, Economics, Education in all its branches including demonstration and practice work in the Training Schools, Electrical Engineering, English, French, Geography, German, Health, History and Government, Home Economics, Industrial Education, Journalism, Latin, Mathematics, Music, Philosophy, Physical Education, Physics, Psychology, Sociology, Spanish, and Speech and Dramatic Art.

AUDITORS

Arrangements can be made by those not desiring credit to audit classes upon permission of the President of the University.

EXPENSES

Registration Fees

Regular Summer Session

\$22.50 for all students having legal residence in Ohio.

\$35.00 for all new students who are legal residents of other states which support universities of the same general scope and standards as Ohio.

\$47.50 for all new students who are legal residents of states which do not support universities of the same general scope and standards as Ohio.

Post Summer Session

For all students, \$5.00 for each semester hour of credit.

Other expenses

Rooms, \$1.50 to \$5.00 a week.

Board, \$4.50 and upward a week.

Laboratory fees as in regular year.

Auditor fees as in regular year

Incidentals vary with the student.

COMMENCEMENT

Diplomas and degrees will be awarded at a regular graduation exercise on August 3rd, the last day of the regular summer session.

Diplomas and degrees will be awarded also at the close of the Post Summer Session although no commencement will be held.

ADDITIONAL INFORMATION

Request a bulletin of the Summer Session.

Address

The Office of the President
Ohio University
Athens, Ohio

OHIO UNIVERSITY

The famous federal Act of 1785 and later the Act of 1787 made possible the use of land for the establishment of institutions of higher learning in the states which were being carved from federal territory. By legislative enactment, Ohio took advantage of this opportunity in 1802. Later state enactment in 1804 established the "university in the town of Athens" and Ohio University officially came into being.

The ideals of pioneer fathers still persist in this University of noble origins as the youth of today's modern state preserve its noble traditions.

OHIO UNIVERSITY BULLETIN

Vol. XXXI

January, 1934

No. 1

SUMMER SESSION ANNOUNCEMENT 1934

Regular Summer Session—June 11-August 3

Post Summer Session—August 6-August 24

ATHENS, OHIO

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THE TWO SUMMER SESSIONS OF 1934

I. THE REGULAR SUMMER SESSION

Time

The regular half-semester summer session opens June 11 and closes August 3.

Registration

Registration for the regular summer session takes place in the Men's Gymnasium on Monday, June 11. Every student must present for entrance to the gymnasium a "Permit to Register." This permit states the time of the day when each student is to register. It must be obtained at the Registrar's Office. New students may get this permit in advance by mail or in the Fine Arts Building on registration day.

All students should have their Student Record Books with them for consultation with their advisers.

Student load

The regular student load will be eight or nine semester hours of credit.

Commencement

A regular commencement will be held on August 3. Diplomas and degrees will be conferred at that time.

II. THE POST SUMMER SESSION

Time

The Post Summer Session opens August 6 and closes August 24.

Registration

All who wish to register for this short session are asked to notify the Office of the Registrar not later than July 21. When filing such notice please state the title and course number of the course which you wish to take. Actual registration will be completed in the Office of the Registrar on Friday morning, July 27, by those who are in the regular summer session, and by all others on Saturday morning, August 4.

Student load

The student load will be not more than three semester hours of credit.

Commencement

No commencement will be held at the close of this short session, but diplomas and degrees will be conferred on those who complete courses at this time.

THE UNIVERSITY CALENDAR 1934-1935

SUMMER SESSIONS, 1934

Regular Summer Session

June 11, Mon. Registration of students.
June 12, Tues. Classes begin, 7:00 A. M.
July 4, Wed. Independence Day: a holiday.
Aug. 3, Fri. August Commencement.

Post Summer Session

July 21, Sat. Notify Office of Registrar of intention to attend Post Summer Session.
July 27, Fri. Students in Regular Summer Session complete registration for Post Summer Session.
Aug. 4, Sat. Final date for registration in Post Summer Session.
Aug. 6, Mon. Classes begin.
Aug. 24, Fri. Session closes.

First Semester, 1934

Sept. 17, Mon. Convocation for Freshmen and new students, 8:30 A. M., Memorial Auditorium.
Registration of Freshmen and new students, 9:30 A. M. to 5:00 P. M.
Sept. 18, Tues. Registration of Freshmen and new students continued; registration of former students beginning at 1:00 P. M.
Sept. 19, Wed. Registration of former students continued until noon.
Classes begin, 1:00 P. M. The Wednesday schedule will be followed, allowing thirty minutes for each class: 8 o'clock classes to meet at 1:00; 9 o'clock at 1:30; 10 o'clock at 2:00, etc.
Nov. 16, Fri. Mid-semester reports on delinquent students.
Nov. 28 to Thanksgiving recess from Wednesday noon to Monday, 8:00 Dec. 3 A. M.
Dec. 21, Fri. Holiday recess begins at noon.

1935

Jan. 7, Mon. Classes resumed, 8:00 A. M.
Feb. 1, Fri. First semester closes.

Second Semester, 1935

Feb. 4, Mon. Registration.
Feb. 5, Tues. Registration continued.
Feb. 6, Wed. Classes begin, 8:00 A. M.
Feb. 18, Mon. Founders' Day.
Apr. 5, Fri. Mid-semester reports on delinquent students.
Apr. 19 to Easter recess from Friday noon to Tuesday, 8:00 A. M. Apr. 23
May 17, Fri. Senior Day.
May 22, Wed. Award Day.
May 30, Thurs. Memorial Day: a holiday.
June 1, Sat. Alumni Day.
June 2, Sun. Baccalaureate Service.
June 3, Mon. June Commencement.

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GENERAL INFORMATION

LOCATION

Athens, the seat of Ohio University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Railroad and its branches; from the southern, central, and northern portions of the State by the Chesapeake and Ohio and the Toledo and Ohio Central railways. By these routes it is one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the city are unsurpassed. Its principal streets are paved; it is provided with water works and sewerage; its Board of Health is vigorous and efficient. There are few cities in the country that are more desirable as a place of temporary or permanent residence than Athens. The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, afford a quiet and varied beauty.

ORIGIN

Educational effort at Ohio University is included in the work of the College of Arts and Sciences and the College of Education. Ohio University was organized by an act of the Ohio Legislature in 1804. The trustees are appointed by the Governor. The support is derived chiefly from a levy upon the taxable property of the State. The institution is the oldest of Ohio's three State Universities.

The College of Education was established by an act of the Ohio Legislature in March, 1902. It was opened for students in September, 1902, and at that time was known as the State Normal College.

ADMISSION

The University admits without examination graduates of the four-year high schools in Ohio which have been classed as First Grade by the State Department of Education. Graduates of secondary schools of other states whose own state universities accept them are admitted on the same basis as students who are residents of Ohio. Graduates of secondary schools in states which do not support universities of the same general scope and standard as Ohio are admitted, provided the student does not rank in the lowest third of his graduating class. Students are admitted without examination upon the

recommendation of the principal of the high school, if their grades warrant it.

Courses in the high school must include the following requirements as given by the State Department of Education:

Two units of English.

Two units of social studies, one of which shall be advanced

American history ($\frac{1}{2}$) and civics ($\frac{1}{2}$).

One unit of natural science.

Two majors of three units each.

Two minors of two units each.

All students who have taken the College Ability Entrance Test will present an official record of it with their entrance credentials. The test will be given on Monday, June 11, at 3:00 P. M., in Cutler Hall to those who have not presented an official record showing that they have passed the test. A student must, however, receive a card from the Registrar's office to present to the examiner. Students who take the test at a later date will be assessed a fee of \$1.00.

Adult students 21 years of age or over may be admitted to the University upon passing the University General Ability Test, provided the scores are sufficiently high to assure the University that the student has the ability to carry college work even though he may have had no high school training or only a partial high school course. Such special student shall not become a candidate for graduation, however, until the deficiency in his high school education shall first have been made up. This test will be given at 3:00 P. M., June 11.

Students whose legal residence is in Ohio and who come to the college after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided the college or normal school in question is fully accredited.

Students who are not legal residents of Ohio and who wish to transfer to Ohio University will be accepted with regular transfer of credits, provided a creditable record has been maintained in the institution from which they are transferring. No college credit is given for high school units in excess of the fifteen units required for admission. The student who receives advanced standing is required to take in Ohio University all the prescribed subjects in the course he selects unless these prescribed subjects or other substantial equivalents have been taken already in the institution from which he comes. A student wishing advanced standing should send to the Registrar not less than two weeks in advance of the opening of the university an **official transcript of his college record, including a letter of honorable dismissal and his high school record.** Students who wish to secure advanced standing in the University by examination must do so within one month after their first registration as students. Permission for such examination must be obtained from the Registrar. All candidates for examination must notify the Registrar at least four days before the examination is to take place.

A student coming temporarily from some other college for summer work should arrange, before the regular school year ends, to have his Dean or Registrar send to the Registrar of Ohio University a statement of good standing.

GRADUATION

The Bachelor's degree (A. B., B. S., B. S. in Education, or other bachelor's degree) is conferred upon those who complete the requirements as set forth in the annual catalog. For detailed information see the annual catalog.

The Master's degree will be conferred on the completion of an additional year's work of graduate quality in advance of the Bachelor's degree, provided that such work does not involve additional expenditure for laboratory or other equipment. Only students with excellent records as undergraduates will be admitted to graduate work. Admission to graduate study should be arranged before registration day.

All work for the Master's degree is done under the direction of a committee composed of the President of the University, the Deans of the Colleges, the Registrar of the University, and the Professor in charge of the major courses.

Inquiries concerning graduate study should be addressed to the Office of the Registrar, Ohio University.

FACULTY

With few exceptions the regular faculty of the University will be on the campus for the work of the regular summer session. As many faculty members as are needed will remain for the post summer session. The type of instruction, therefore, during the summer session will be the equal of that during the regular college year.

TYPE OF WORK AND COURSES OF STUDY

The faculty offers the same high grade of work during the summer session that it does in the regular school year. The members of the student body are earnest and eager and appreciate their needs and opportunities. It is the purpose of the University to give practical courses that will meet these needs. Students are urged to bring their particular problems to the notice of the teachers and to make full use of the equipment of the University in solving them.

Superintendents, supervisors, and principals will find courses designed to help them with their problems. Opportunity will be given for research in the various fields of educational practice.

Those who are not preparing to be teachers will find ample provision for study in courses in the College of Arts and Sciences.

RESIDENCE

No student will be awarded a degree or diploma who has not been in residence at Ohio University two semesters or the equivalent. The last work of a diploma or a degree must be completed in residence. Two eight-week summer sessions are considered to be the equivalent of a semester. The post session will count as three weeks of required residence. Three summer sessions and three post sessions are considered the equivalent of one year of residence.

CREDIT HOURS

Students will be allowed to carry as few hours as they wish. The usual load of the student during the regular summer session will be eight semester hours of credit. Nine semester hours of credit will be allowed on the approval of the Committee on Registration where the student's record warrants it. Three semester-hour courses will meet six times a week, and other courses accordingly, so that entire semester courses may be completed during the summer session. The maximum load during the post summer session will be three semester hours.

Classes may be visited or audited by those to whom special visitor's cards are issued by the President of the University. Any person wishing to audit regularly will be required to pay a fee of two dollars a semester hour, though no credit is expected or given.

Absences. Absence from class on the first day of the summer session may involve a reduction in the grade of the student. It is very important that every student be in class at the first meeting of the course. Students presenting acceptable excuses for the first day absences must do so at the Dean's office within ten days after registration day. Additional fees for late registration will be as follows; \$1.00 for registration June 12; \$2.00 on June 13; with increase of \$1.00 a day for later registration, including Saturday. In no case will the late registration fee be more than \$10.00. No registration will be allowed after Tuesday, June 19. In case a student finds it impossible to enter on registration day he should write to the Office of the Registrar, asking for permission to enter late without special fee for late registration. Late registration will also mean in most cases that the student must carry fewer than the usual number of hours.

Any student absent from class on the last day of the session will have his report turned in as "incomplete" unless he has a permit from the President to leave before the close of the session.

Change in Registration. All changes in registration must be made in the office of the Dean of the college in which the student is registered. This applies to courses dropped, courses added, and changes from one course to another. No change in registration should be made after Thursday, June 21. A fee of one dollar (\$1.00) will be charged for any change after June 16.

SCHEDULE OF RECITATIONS

With few exceptions classes will begin at 7 o'clock and close at 12 o'clock noon. In general the afternoon will be free for study and recreation. A complete detailed schedule of recitations will be in print available for use of students and their advisers on registration day, Monday, June 11.

EXPENSES

Fees

Regular Summer Session

A registration fee of \$22.50 will be required of all students having legal residence in Ohio.

A registration fee of \$35.00 will be required of all new students who are

legal residents of other states which support universities of the same general scope and standards as Ohio.

A registration fee of \$47.50 will be required of all new students who are legal residents of states which do not support universities of the same general scope and standards as Ohio.

Post Summer Session

A registration fee of \$5.00 for each semester hour of credit will be required of all students.

Laboratory Fees

The usual laboratory fees will be required in any summer session.

Books. Text-books can be purchased at a local bookstore at prevailing prices. Students should bring with them as many supplementary texts as convenient.

Incidentals. A student's incidental expenses are largely what he allows them to be. Such expenses need not be heavy during the summer session.

ROOMS AND BOARD FOR MEN

Men's Housing Bureau. The Housing Bureau for Men is located in the Office of the Dean of Men, Cutler Hall. Since the University does not maintain dormitories for men students, rooms for men are located in private homes which are listed by the Housing Bureau after they are inspected and approved. Students may secure these lists at the Office of the Dean of Men.

Rates for the rooms vary according to their location, equipment, and the number of persons occupying them. This variation extends from \$1.25 to \$2.50 a person per week for double rooms; \$2.00 to \$4.00 for single rooms.

Men's Grill. The Ohio University Men's Grill is located on the ground floor of the Agricultural and Household Arts Building. Cafeteria service at reasonable prices prevails for all meals.

ROOMS AND BOARD FOR WOMEN

Lindley Hall will be open for the summer of 1934 to women students. Furnishings of the rooms include everything necessary, except such personal things as towels, soap, dresser coverings, couch coverings, cushions, pictures, etc.

Room rent ranges from \$2.00 to \$2.75 a week per person; board, \$4.50 a week. Rent is due at the beginning of the summer for the entire session of eight weeks.

For assignments in Lindley Hall, write to Miss Mary Louise Field. Accompany your request for an assignment with a \$5.00 retaining fee. Write early and in case assignment is obtained, remember that no room will be held for any applicant later than 9:00 o'clock P. M. of registration day. No room will be held unless secured by the \$5.00 retaining fee.

Information about rooms in private homes may be obtained, upon personal application, at the Office of the Dean of Women. Addresses are no longer sent out by mail. These rooms may be rented at from \$2.00 to \$3.00 a week per person when two occupy the room.

LIBRARY

The Edwin Watts Chubb library will be open to all students daily, except Sunday, from 7 A. M. to 9:30 P. M.

EQUIPMENT FOR THE SUMMER

Buildings. With few exceptions all of the University buildings will be at the disposal of the summer session.

FACILITIES FOR STUDENT TEACHING DURING THE SUMMER SESSION

The College of Education of Ohio University adheres closely to the policy of the State Department of Education in requiring that student teaching be done before any diploma is issued by the University.

From four to eight hours of student teaching and three hours of observation and participation must be completed by a student before the two-year diploma or the B. S. in Education degree can be conferred. Student teaching credit will be transferred to the records of this institution from accredited colleges but such credit will not entirely satisfy the requirement of Ohio University. In every case the student shall do some student teaching in the training schools of the University. Qualified supervisors, superintendents, and principals, however, may satisfy this requirement by doing actual supervision in the training schools in conjunction with the regular critic teacher. This will be done in the course, "Supervisory Practice."

Particular attention will be given this summer to the training of "critic teachers" and supervisors. Special facilities will be provided for actual supervision of student teachers by members of this group. Much of the work will be carried on in the training schools.

All of the training schools of the College of Education will be in session during the regular summer session. The City and Rural Elementary Training Schools, including the Kindergarten and Special Education classes, and the Junior and Senior High Schools, will offer opportunity for student teaching in accordance with the plans given below. Reservations for student teaching will be made in advance as long as places are available.

Fees. A fee of \$2.00 for each semester hour of credit will be charged for student teaching and supervisory practice.

THE TRAINING SCHOOLS

The Elementary Training Schools will provide opportunity for observation and student teaching in the kindergarten and the six grades of the elementary school. The work of each grade is in charge of an expert supervising critic teacher. The schools are typical elementary schools in so far as the enrollment is concerned. The equipment compares favorably with that found in the best type of city elementary school.

The work offered the children during the summer will include physical education, arts and crafts, and other interesting and pleasurable educative activities.

As a part of the regular work a kindergarten is conducted where stu-

dents may observe and obtain practical experience in all phases of such work.

A class in special education will be in session for regular work for the training of teachers of exceptional children. Opportunity will be given for actual work in the classroom and for instruction in methods adapted to this kind of school work.

The High Schools. The Junior and Senior High Schools will be in session during the eight weeks of the regular summer session. So far as is possible the curricula of the regular school year will be offered. Classes will be arranged in the Junior and Senior High Schools so that one-half of a unit can be obtained in one subject. The normal load will be two subjects.

Tuition. No tuition will be charged any pupil in any training school during the summer session.

STUDENT TEACHING PREREQUISITES

1. Students may do student teaching in the kindergarten and elementary school during the sophomore or later years of their college course only after the completion of the prescribed prerequisite work.

2. (a) A student who wishes to do student teaching in any elementary school must have completed not fewer than 32 semester hours of work required in preparation for teaching in the elementary schools, and have earned not fewer than 32 points.

(b) A student must have an average of "C" in professional courses (education, psychology, and methods) before he may do student teaching in any school.

(c) A student must have an average of "C" or above in his English Composition courses or a "C" or above in his last course in English Composition before he may do student teaching in any school. The student who does not meet this requirement must complete an additional course in English Composition or repeat English Composition 202 without credit before being allowed to do student teaching, unless he has removed his deficiency by taking other courses in English and is approved by the Director of Teacher Training and the Dean of the College of Education.

(d) A student who wishes to do student teaching in any academic subject in the elementary school must be able to make a score of 80 on the Ayers Scale for Handwriting before being allowed to teach.

3. Seniors and college graduates who wish to take student teaching in the high schools must have completed at least the following courses in education, psychology, and methods before being admitted to student teaching. By special permission of the Director of Teacher Training and the Dean of the College of Education they may be taking some of these at the time they are teaching:

Principles of Secondary Education	3 hours
Special Methods (in subjects he wishes to teach)	2 hours
*Educational Measurements	2 hours
General Psychology	3 hours

*This requirement is not to be placed on students whose major is Art, Commerce, Home Economics, Industrial Education, Mathematics in the College of Education, Music Education, or Physical Education.

Educational Psychology	3 hours
High School Observation and Participation	3 hours
School or High School Administration	3 hours

In addition to the subjects mentioned above, the student must complete the other professional requirements which are listed under General Requirements, 1. Education, and 2. Psychology, of the *Ohio University Bulletin*, Catalog Number.

4. A senior who wishes to do student teaching in the high schools must have ample preparation in the subjects he wishes to teach. Generally speaking, he must have completed not fewer than 18 hours of college work, including methods, with an average of "C," in the subject he wishes to teach, or be taking enough to make that number of hours by the close of the semester in which he is teaching. For example: If the major is history, the student must have completed 18 hours in history or be carrying enough courses in it to complete that number of hours by the close of the semester in which he does his teaching; 18 hours from group A, B, C, or D required for the A. B. degree will not be sufficient to meet the requirements.

5. Seniors who wish to do student teaching in the high schools must have completed not fewer than 90 semester hours of university work and have earned not fewer than 90 points.

6. Only College of Education majors in the special subjects (art, commerce, home economics, industrial education, music education, and physical education) shall be eligible to do student teaching in the special subjects, but any of the foregoing special subjects may be carried as a teaching minor by students pursuing degree courses in the College of Arts and Sciences.

7. A student may do student teaching in the elementary school only after he has met the requirement in the knowledge of subject-matter as prescribed by the teacher training and academic departments and approved by the Dean of the College of Education.

STATE DEPARTMENT OF EDUCATION REQUIREMENTS FOR
CERTIFICATION TO TEACH IN OHIO

The following statements include the minimum requirements for certification to teach any subject in the high schools or the special subjects in the elementary and high schools of the state of Ohio. These requirements are not identical with those of the College of Education of Ohio University and are stated here merely for the information of faculty advisers and students.

How to Determine Majors and Minors for Certification to Teach

ACADEMIC SUBJECTS*—

Major: 18 semester hours. Minor: 10 semester hours. Credit in any subject listed may be counted in the group to which it belongs.

Subjects Included	High School Prerequisite
English—Public Speaking, literature (high school: rhetoric, classics)	3 units
History—Political Science, civics	2 units
Social Science—Economics, sociology, ethics, philosophy, logic	1 unit
Biological Science—Biology, zoology, botany, physiology, agriculture	

(high school: general science)	1 unit
Physical Science—Physics, chemistry (high school: general science). 2 units	
Earth Science—Geology, geography, physiography (high school: general science)	1 unit
Mathematics—Algebra, geometry, trigonometry, astronomy, statistics, etc.	2 units
French—German—Spanish—Greek	2 units
Latin	4 units

SPECIAL SUBJECTS†—REQUIREMENTS IN THE MINOR

Home Economics—Including foods, clothing, home making, and methods. Total, 18 semester hours.

Commercial Subjects—Including bookkeeping, 7 hours; stenography, 7 hours; typing, 4 hours; methods of teaching bookkeeping, stenography, and typewriting, 2 hours. Total, 20 semester hours.

Physical Education—Including the principles, organization, and administration of health and physical education, 4 hours; theory and practice of physical education including activities other than athletics, such as games of low organization, stunts, apparatus, tumbling, swimming, elementary school activities, dancing, etc., 4 hours; theory and practice of physical education including athletic coaching in intramural and inter-scholastic athletics in (men) football, soccer, speedball, basketball, baseball, tennis, track, (women) soccer, volleyball, hockey, basketball, baseball, tennis, track, 4 hours; health education including the teaching of health and school health problems, 4 hours. Total, 16 semester hours.

Manual Arts—Including woodworking, metal working, general shop, and methods. Total, 16 semester hours.

Fine Arts—Including freehand drawing, 6 hours; painting, 3 hours; design, 3 hours; art appreciation, 2 hours; methods of teaching art, 3 hours. Total, 17 semester hours.

Music—Including sight singing, ear training, and elementary theory, 4 hours; history and appreciation, 4 hours; special methods including observation in music, 6 hours; ensemble (glee club, chorus, orchestra, band) and applied music, 4 hours. Total, 18 semester hours.

BUREAU OF APPOINTMENTS

The service of the Bureau of Appointments is available to all students of the University. Its purpose is to assist students and graduates of the University to obtain permanent employment or promotion in the kind of work for which they have prepared themselves.

The Bureau of Appointments secures and keeps on file a complete record of the education, experience, and personal qualifications of all students and graduates who register. This information is used by the prospective employer in determining whether or not the applicants are qualified for the positions

*Note: Methods courses in any of these subjects may be counted in computing majors and minors. Five semester hours of collegiate credit in any subject may be offered in lieu of each unit of high school prerequisite in that subject.

†Note: A major in any of the above special subjects involves the completion of a special four-year course in that field.

to be filled. In order that the statements made may be frank and reliable, they are never shown to the students and graduates.

Forms may be secured from the Bureau of Appointments upon request. When registration is complete, candidates needing references should refer to the Bureau. Students and graduates keeping their records up-to-date in the Bureau year after year will have ready for immediate use, when needed, a complete and helpful record.

All students should register with the Bureau of Appointments early in the Senior year.

BAND, CHORUS, AND ORCHESTRA PARTICIPATION

The opportunity for ensemble experience in musical organizations is afforded through the Band, Chorus, and Campus Orchestra. These groups meet four times a week throughout the summer session.

SPECIAL FOUR-WEEK COURSES IN PHYSICAL EDUCATION

The coaching staff of the Physical Education Department will give special attention to courses in coaching and officiating during the Summer Session, 1934. These courses will include instruction in coaching football, basketball, baseball, and track. Coaches Peden, Trautwein, and Grover will be in charge of this work. Certain other short courses will be available.

This special session will open June 11 and continue four weeks, closing July 7. Additional courses in Physical Education and Health will be offered during the regular summer session of eight weeks and during the Post Session.

Fees will be the same as for the eight-week Summer Session.

UNUSUAL ADVANTAGES

Besides having an opportunity to pursue systematically almost any study desired, under the direction of those regularly employed in this work, the student of the summer session enjoys the advantages of the acquaintance, friendship, and counsel of superintendents, principals and others who are interested in education.

SUMMER PLEASURES

There is no more attractive, beautiful, and inspiring natural scenery anywhere in the State than in the country surrounding Athens. Various excursions, short trips, picnics, and hikes to many points of interest are organized under the direction of members of the faculty. While no official organization of these trips is made by the University authorities; nevertheless they are an enjoyable and valuable feature of a summer spent in Athens.

ARRIVAL IN ATHENS

On arrival in Athens, unless definite arrangements have been made concerning a lodging place, men students should report at once to the Office of the Dean of Men, first floor, Cutler Hall, and women students to the Office of the Dean of Women, second floor, West Wing.

PART I. THE REGULAR SUMMER SESSION

DEPARTMENTS OF INSTRUCTION

The following courses of study are offered to meet the needs of students of both colleges—the College of Arts and Sciences and the College of Education. All courses in the 100's and 300's are regular courses in the College of Arts and Sciences; all in the 200's and 400's are regular courses in the College of Education. Many courses in one college will be accepted toward graduation in the other college. They are always accepted when there is no corresponding department in the other college, provided the required studies in the course in which one is enrolled allow their selection. The University reserves the right to discontinue any course if the students in it are few in number.

AGRICULTURE

201. Methods in General Agriculture. This course is planned to meet the needs of those preparing to teach under the direction of a county superintendent. The list of topics for study includes soils, farm crops, farm animals, insect enemies, fungous diseases, rural problems, and school agriculture. Credit, three hours. Wiggin.

411. Types, Breeds, and Management of Poultry. The origin and development of types and breeds; the general care and management of poultry; incubation; and the marketing of poultry products. Credit, three hours. Wiggin.

415. Evolution and Heredity. A consideration of the prominent theories of environment, evolution, and inheritance. This course is based on the idea that man's educational and biological progress depends, first of all, on his organic heritage. Prerequisite, a knowledge of botany or zoology. Credit, three hours. W. F. Copeland.

416. Evolution and Heredity. This course is a continuation of Course 415. Credit, three hours. W. F. Copeland.

419. Floriculture and Greenhouse Management. A study of important cut-flower crops and pot-plant crops grown in greenhouses, and the management of greenhouses. Credit, two hours. Wiggin.

441. Eugenics. Problems of inheritance and environment that relate to race betterment. Topics: heredity, natural and normal functions, natural and artificial selection, plasticity of protoplasm, dysgenics, eugenics, sterilization, mixing of races, posterity. Prerequisite, Course 415 or 416. Credit, two hours. W. F. Copeland.

ART

102. History of Art. The comparative development of the three major arts, architecture, sculpture, and painting, is studied in each country, from

the beginning of the Renaissance to the present. The lectures are illustrated by lantern slides. Credit, three hours. Roos.

105. Introduction to Art. The appreciation of painting and the other arts is approached through a study of the principles of composition and other basic factors. The unity of all art and decoration within periods is studied, as well as the basic differences between good and bad art, by the study of examples. Especial emphasis is placed on the art of today. Credit, two hours. Roos.

201. Art Education. Art principles carried out in original designs in line, dark and light, and color. Representative drawing and painting, lettering. Credit, two hours. Willis.

202. Art Education for Intermediate and Higher Grades. Discussion of modern tendencies in teaching art with variations of definite applications to activities of the classroom. Prerequisite; Course 201. Credit, one hour. Willis and Bedford.

204. Art Education for Early Childhood. Students plan and carry out problems, which might arise in an activity program. Class criticism is given from the point of view of the child, and that of the college student. Prerequisite 201. Credit, one hour. Work.

209. Practical Arts. A course including problems that would give experience with varying materials. Special emphasis will be placed on the application of the principles of art structure to marionettes, toys, weaving, etc. Prerequisite, Course 201 or 216. Credit, two hours. Bedford.

213. Drawing. A course in modern composition and drawing from the "Post Impressionist" point of view, using different mediums. Development of form through the use of universal lighting and moving planes to produce three dimensional space—volume, depth, and solidity. Credit, three hours. Willis.

215. Art Structure. Development of creative ability through the study of how line, tone and color may be used to produce fine relationship in design and composition. Credit, two hours. Work.

311. Modern Art. A discussion of the factors through which developed the Modernists in painting is followed by an investigation of the Impressionists and the Post-Impressionists and the numerous schools which have followed them, both in Europe and America. The contemporary trend, as seen in architecture and sculpture, is also traced from the revivals of styles to the most radical examples as seen in Europe and America today. Credit, two hours. Roos.

412. Bookbinding. Problems in cardboard construction and bookbinding applying fundamental principles. Originality of plan and decoration. Prerequisite, Course 217. Credit, two hours. Bedford.

415. Art Appreciation. Appreciative study of line, mass, color and form, through design, architecture, sculpture, and painting. Lecture with lantern slides and colored illustrations. Reports. Credit, one hour. Work.

453. Art Structure. Composition in line and color for decorative panels executed as wall hangings, screens or painted tapestries. These are developed in the modern manner with special emphasis on form and modeling in color

to produce depth. Prerequisite, Course 220. Credit three hours. Willis.

465. Seminar, Research Work. Collections of prints, books, textiles, magazines, clippings, and mimeographed material to be used in further study, teaching and supervising. Class discussion of individual research. Credit, one hour. Bedford.

BIOLOGY

103. General Zoology. A broad survey of facts and principles of zoology as part of a liberal education and as preparation for teaching and advanced work. The chief topics considered are: nature of living material; source of animal energy; response to stimuli; principles of reproduction; brief review of the lower animal groups including reference to their economic importance, habits, and life histories. Four lectures and four hours of laboratory work each week. Credit, three hours. Rowles.

104. General Zoology. Continuation of Zoology 103. The topics considered are: review of the higher animal groups, including vertebrates, with reference to their economic importance, habits, and life histories; facts and factors of animal distribution and the relation of animals to their surroundings; organic evolution; Mendelian Heredity. Prerequisite or concurrent, Zoology 103. Four lectures and four hours of laboratory work each week. Credit, three hours. Stehr.

105. Readings in Biology. This course is offered for students who may be interested in advances in biological fact and thought presented in a non-technical and yet authoritative manner, especially as these apply to the broad field of human affairs. The subject matter is presented through the reading of selected books and magazine articles. As a prerequisite the student must have fulfilled the Arts College requirement in biology, or its equivalent. Reports, occasional quizzes, and conferences. Credit, one hour. Stehr.

306. Comparative Vertebrate Anatomy. A comparative study of the skeleton and organ systems of selected vertebrates, such as the shark, the frog, the turtle, and the bird. Required of pre-medical students. Prerequisite, General Zoology 103-104, or General Biology 101-102. Four lectures and eight hours of laboratory work each week. Credit, four hours. Elliott.

307. Elements of Anatomy. Primarily a study of bones, muscles, and joints, with some attention to the study of viscera. Dissection of the cat will be supplemented by demonstration of the same structures in the human being. Designed especially for students majoring in Physical Education. Prerequisite, General Biology 101-102, or General Zoology 103-104. Four lectures and four laboratory periods each week. Credit, three hours. Elliott.

315. General Entomology. A study of the structure, habits, and life-histories of insects, with practice in collecting, mounting, and identification. Required of students preparing for entomological positions. Recommended for students specializing in biology. Prerequisite, General Biology 101-102, or General Zoology 103-104. Four lectures and eight hours of laboratory work each week. Credit, four hours. Stehr.

321. Elementary Human Physiology. An abridged course in human physiology which considers the general physiological principles of irritability, muscles and nerve physiology, blood, circulation, respiration, digestion, nutri-

tion, excretion, central nervous system, special senses, reproduction and the endocrine glands. Recommended for general students wishing a knowledge of physiology. Required of home economics and physical education students. Prerequisite, General Biology 101-102, or General Zoology 103-104. A knowledge of chemistry is desirable. Four lectures and eight hours of laboratory work each week. Credit, four hours. Rowles.

333. Vertebrate Embryology. A course in the development of vertebrates illustrated by the chick and the pig. There is a preliminary consideration of maturation and fertilization followed by a study of the formation of foetal membranes and the development of the various organs. Recommended for pre-medical students and others majoring in biology. Prerequisite, Anatomy 305. Open to Juniors and Seniors. Four lectures and eight hours of laboratory each week. Credit, four hours. Elliott.

339. Principles of Physiology. A study of the properties of living tissue, followed by study of the functions of muscle tissue, nervous system, special senses, blood, heart and circulation, respiration, nutrition and metabolism, excretion, temperature regulation, reproduction and endocrine glands in the vertebrates with special emphasis on the mammals. Open to upperclassmen. Prerequisite, General Biology 101-102, or General Zoology 103-104, and Chemistry 104. A knowledge of physics is desirable. Four lectures and twelve hours of laboratory work each week. Credit, four hours. Rowles.

359. Zoology Methods. A course intended especially for students planning to teach high school biology. The following phases will be given special consideration: the place of biology in the high school; selection of texts and reference works; preparation and selection of laboratory materials; field trips; motion pictures; subject emphasis; controversial questions. Recitations, laboratory, and field practice. Prerequisite, General Biology 101-102, or General Zoology 103-104, and an additional laboratory course in zoology. Open to Seniors. Credit, two hours. Stehr.

363. Biological Problems. Subjects in one or more of the divisions indicated below are open to a selected group of students whose ability and previous preparation equip them to carry on semi-independent studies under the guidance of an instructor. Primarily for Seniors and graduate students. Required for B. S. in Biology. Permission of the Department. Credit, two to eight hours. All instructors.

a. Ecology—Field and laboratory studies of the relation between animals and their surroundings.

b. Entomology—Insect problems.

c. Invertebrate Zoology—Studies on invertebrate animals.

d. Physiological Zoology—Physiological and related experimental problems.

e. Reading—Selected reading dealing with biological history, theory, and advances.

f. Vertebrate Zoology—Studies on vertebrate animals.

CHEMISTRY

103a. General Chemistry. An introductory course in the subject. Six

lectures and recitations each week. Credit, three hours. J. R. Morton.

103s. General Chemistry Laboratory. A laboratory course to accompany General Chemistry, 103s. Two two-hour periods each week. Credit, one hour. J. R. Morton.

305. Qualitative Analysis. A general course in qualitative analysis dealing with the separation and identification of the metals. Two lectures and recitations and twelve hours of laboratory work each week. Credit, three hours. J. R. Morton.

306. Qualitative Analysis. A continuation of Course 305. Complete qualitative analysis of simple substances and mixtures. Credit, three hours. J. R. Morton.

309. Quantitative Analysis. A course in volumetric analysis. Four lectures and 15 hours per week of laboratory work. Course 305 or 104a is prerequisite. Credit, four hours. Clippinger.

315. Organic Chemistry. A short course in the subject with work in both aliphatic and aromatic series. Lectures and recitations six hours per week. General Chemistry is prerequisite. Credit, three hours. Clippinger.

317. Organic Preparations. A laboratory course in organic chemistry. Ten hours of laboratory work per week. Course 315 must precede or accompany this course. Credit, two hours. Clippinger.

318. Organic Preparations. A continuation of Course 317. Credit, two hours. Clippinger.

Courses 309, 315, 317, and 318 are designed especially for students preparing for the study of medicine. Completion of these courses will satisfy the entrance requirements of most medical colleges.

323s. Advanced Quantitative Analysis. Special problems in analytical chemistry will be offered. Prerequisite, Course 309. Laboratory and conferences. Credit, three to five hours. Clippinger.

341. Chemistry Laboratory Practice. Instruction and practice in laboratory teaching and supervision. Recommended to those preparing to teach chemistry. Admission by permission. Credit, two hours. J. R. Morton.

CIVIC BIOLOGY AND BOTANY

203. Freshman Botany. An introductory course intended as a general survey of the field of botany. Attention will be given to plant groups and their economic aspects; their habits and life histories, distribution, relation to environment, and general physiological responses. All phases of the work will be adapted to the needs of the teacher. Credit, three hours. Boetticher.

205. Civic Biology. The greater portion of this course will be devoted to the study of insects and their varied contacts with man. Actual schoolroom participation will be had with silkworm culture—the complete process—and with ant colonies and observation beehives. Extended opportunity will be given for the study of many curious and interesting living insects. A permanent collection of representative specimens will be made by each student. Two sections. Credit, three hours. Matheny and Vermillion.

206. Civic Biology. This course will be a study of birds, and the life commonly found in nearby pools and streams. The songs and nesting-habits

of birds along with their food will be closely followed in the field. Eggs, nests, bird-structures and work will be arranged and classified in the museum. A survey of the water-life about Athens will be made. Each student will be required to establish, and maintain an aquarium throughout the course. In all activities the teacher's needs and practices will be emphasized. Two sections. Credit, three hours. Boetticher and Vermillion.

208. Zoology. Limited to the consideration of vertebrates, their structures and functions, this course has its greatest concern with the living animal. Field studies of amphibians, reptiles, and mammals will be made in order to better establish their fundamental relationships in student understanding. Credit, three hours. Vermillion.

409. Wild Flower Identification. The aim of this work is to familiarize the student with some of the many wild flowers common in this portion of the State, and to further acquaint him with the botanical manuals used in the identification of wild plant life. Near Athens there are many points of great botanical interest, such as Ash Cave, Rock House, Old Man's Cave, Natural Bridge, Buckeye Lake, Lake Alma, and "Buffalo Beat." Convenient afternoon trips will be conducted to these points. Credit, three hours. Boetticher.

411. General Science. A course intended to meet the needs of teachers of the subject. Both subject-matter and methods of presentation are considered. Credit, three hours. Matheny.

413. The Teaching of Biology. Credit, two hours. Matheny.

CIVIL ENGINEERING*

The following courses will be offered, and arrangement may be made to take any of the courses at any hour between 7:00 and 12:00.

101. Mechanical Drawing. No previous knowledge of mechanical drawing is pre-supposed. Much attention is paid to lettering. The first semester's work consists of exercises in the use of the drawing instruments, geometric constructions, and orthographic projection. Sectional and auxiliary views are also studied. Two hours daily. Credit, two hours. Addicott.

102. Mechanical Drawing. A continuation of Course 101. Isometric and oblique drawings are studied with a view to their applicability in pictorial presentation. Detailed and assembly drawings of standard machines are made and dimensioned. Floor plans and elevations of houses are drawn to acquaint the student with the reading of blue prints. Tracings and blue prints of these plans are prepared by the student. Two hours daily. Credit, two hours. Addicott.

225. Mechanical Drawing. Some previous training in mechanical drawing is required of students registering for this course, which deals with the making of working drawings, sectional drawings, detail drawing, and blue prints. Two hours daily. Credit, two hours. Thomas.

303. Mechanical Drawing. An advanced course in drawing which deals with conventional representations; machine details, shafting, jigs, and fix-

*If enough students express a desire to continue work in Civil Engineering during the post session of three weeks, arrangements will be made for them to do so.

tures, bevel and mitre gears, worm and wheel, plate and cylindrical cams, and piping are studied. Prerequisite, Course 102. Two hours daily. Credit, two hours. Addicott.

306. Perspective Drawing. A study of the representation of an object as it would appear on the plane, when viewed from a point. The drawing of shadows on objects and planes, both in parallel and oblique perspective, is studied. Prerequisite, Course 102. One hour daily. Credit, one hour. Addicott.

309. Graphic Statics. A study of the graphic solution of statically determinate forces. The work includes the use of equilibrium polygon, stress diagrams, etc. Prerequisite, Course 330. One hour daily. Credit, one hour. Addicott.

323. Topographic Drawing. The principles of symbolic representation in map making are thoroughly studied. Each student is required to make a map, using the data determined by the topographic survey of Course 322. Prerequisite, Course 322. One hour daily. Credit, one hour. Thomas.

COMMERCE

161. Stenography I. This is a beginning course in the Gregg System. Credit, three hours. M. V. Johnston.

162. Stenography II. This is a continuation of Course 161. The theory of Gregg Shorthand is completed and the taking of dictation is continued. Rapid reading is emphasized; speed and length of dictation are increased, and more transcription is done. Credit, three hours. M. V. Johnston.

166. Typewriting I. Beginning class. One hour recitation and one hour of practice each day. Credit, two hours. M. V. Johnston.

190. Economic Geography. In this course a study is made of commercial conditions as they are found in various parts of the world as the result of certain physical and political influences, of the products of industries and commerce, and of the conditions of inter-dependence existing among different parts of the civilized world. Credit, three hours. Fenzel.

302. Accounting. This course is open to students who have a grade of C or higher in Accounting 301. It is required of students who are to be graduated A. B. in Commerce. It is a further development of the theory of the subject. Practical problems illustrating the lectures and text book are assigned for solution. Credit, three hours. Fenzel.

303. Accounting. This course is open to students who have a grade of C or higher in Accounting 302. It is designed to give practice in solving accounting problems, involving more points of difficulty than are encountered in solving the problems presented in the sophomore courses. It is a further preparation for the more difficult problems presented in the senior course in C. P. A. Practice and Problems. Credit, three hours. Beckert.

306. Corporation Accounting. Open to students who have had Accounting 302. This course deals with the accounting connected with organization, financing, management, dissolution, and reorganization of corporations. Credit, two hours. C. M. Copeland.

316. Advertising Principles. A survey of advertising is made by dealing with these major topics: (1) the general field of advertising; (2) the psychology of advertising; (3) making the advertisement; (4) the mediums available for advertising; (5) a criticism of advertising. The course is designed for those who wish to make a practical application of the principles of advertising and also for those who intend to teach advertising in the high school. Marketing Principles is a prerequisite for those taking the A. B. in Commerce course. Credit, three hours. Westbrook.

331. Banking Principles. The economics of money and credits is reviewed as a basis for developing the principles which govern the operations of individual banks and the banking system. Principles are illustrated by discussion of the practical operations of different types of banking institutions and the leading banking systems. The course includes a critical analysis of the theory of bank credit and loan policy. Prerequisite, Economics 301. Credit, three hours. Paynter.

333. Business Finance. A survey of the characteristics of corporate securities is followed by problems dealing with promotion, organization, and the provision of capital, both for new enterprises and for the expansion of established concerns. Text and case material are used to bring out the economic and financial principles involved. Open to Juniors and Seniors. Credit, three hours. Beckert.

346. Marketing Principles. This course will be devoted to a study of the principles, methods, and policies of marketing consumer's goods and industrial goods. It will involve a detailed study of the different marketing institutions and of the marketing functions performed by these institutions. Sophomore requirement. Credit, three hours. Paynter.

347. Marketing Problems. This course is a consideration by the case method of the problems facing the manufacturer, producer, and the various middlemen in the marketing system. Junior requirement. Prerequisite, Marketing Principles 346. Credit, three hours. Paynter.

349. Selling and Sales Management. This course is a study of the marketing aspect of salesmanship and of the actual technique of selling. It includes a study of sales organizations and their problems, such as distribution policies, marketing strategy, market objectives, the selection and training of salesmen, territories and quotas, stimulation and supervision of salesmen. Prerequisite, Marketing Principles 346. Credit, three hours. Westbrook.

395. Full Time Office Work. Students in the A. B. in Commerce course may work eight to ten weeks in some bank or other important business office during the summer preceding the fourth year of their course. Semi-monthly reports are made of their experiences and a final thesis is required. Grades are based upon the reports, variety, and value of the experience, the thesis, and the employer's estimates. Credit, three-fourths hour per week where the employment continues less than ten weeks. Maximum credit, eight hours. Applications for assignment to work under this plan should be made to the Director of the School of Commerce not later than June 1, preceding the time of employment. C. M. Copeland.

397. The Teaching of Commercial Subjects. This course is designed

to help the student in making the application of general principles of teaching to the teaching of commercial subjects. The course will include a study of the texts available in commercial subjects, of tests and measurements in commercial subjects, of objectives of commercial teaching in high school, of high school curricula, etc. Credit, two hours. Beckert.

ECONOMICS

301. Principles of Economics. The purpose of this course is to serve as a background for all other courses offered in this department. It is essential that the student meet these requirements before pursuing other studies such as Labor Problems, Business Cycles, Transportation, and the like. The following economical material will be presented: production, consumption, distribution, and exchange. Credit, three hours. Hellebrandt.

302. Principles of Economics. An effort will be made here to present the chief economic problems, i. e., money and banking, business cycles, credit, international economic relations, government and taxation, and economic control. This course is designed to meet the requirements of students from all departments regardless of specialty. Prerequisite, Course 301. Credit, three hours. Hellebrandt.

308. Public Utilities. The purpose of this course is to study the economic basis of public utility enterprise, its nature and scope, its development and legal organization; the development of agencies of regulation in the United States, the constitutional and common law basis of regulation, pre-commission system of regulation, regulation by State and Federal commission, flexible rate franchise; the administration of public utilities under regulation, movement for physical valuation, corporate financial policies, public control of security issues, rate of return, valuation standards; and trends in public policy affecting utilities, government and municipal ownership, service-at-cost, general summary of development of regulation. Prerequisite, Courses 301 and 302. Credit, two hours. Hellebrandt.

EDUCATION

Special Education

Special facilities are offered by the Ohio University for the preparation of teachers of special classes. The professional curriculum for Special Education students centers about the courses listed below and is supplemented by courses offered by the College of Education and the College of Arts and Sciences. A special class for exceptional children is maintained.

216. Organization and Management of Special Classes. Topics: need of Special Education; history of the various classes for Sight-Saving, Crippled, Hard of Hearing, Mentally Retarded, and Defective in Speech; selection and classification of children; methods of cooperation with other departments; case studies and record taking; direction and after-care work of special class children. Open to Seniors with a major in Special Education. Others by permission. Credit, three hours. DeLand.

223. Diagnosis and Remedial Instruction in Elementary Subjects. This

is a laboratory course in methods of diagnosis and remedial treatment of problem cases in the fundamental school subjects. Special emphasis will be placed on reading, spelling, and arithmetic. Each student will be assigned at least one study for the purpose of doing remedial work. Children of all grades of intelligence who are not doing work up to their capacity will be made subjects of study. This course may be taken with profit on the two hour basis so as to parallel and supplement the courses 233 and 234 in student teaching during the summer session. It should be particularly helpful to students with teaching experience. Credit, two hours. DeLand.

415. Curriculum and Special Methods for Special Classes. Topics: Types of curricula for Special Education Children; units of work, materials and subject matter suited to their mental ability and level; methods of presenting and handling such units for very young and older special types. This course may be profitable to anyone teaching a group of children with a wide range of mental abilities such as are often found in small city schools or rural schools. Credit, three hours. DeLand.

History, Principles, and Administration of Education

201. Play and Play Materials. The work of this course will be planned to show child development through the play life of young children. Emphasis will be placed on planning and organizing an environment which will stimulate creative expression. The course will include theories and history of play; types of play found in different periods of childhood; sex differences in play; an intensive study and investigation of the best equipment, apparatus and play materials for kindergarten and primary grades; the development of the organized and formal game. Credit, two hours. G. M. Williams.

205. Literature for Early Childhood. This course includes a broad knowledge of the field of children's literature; stories for children in the home, nursery school, kindergarten and primary grades; standards of selection; source material; dramatization; planning story groups for special occasions; experience in story telling. Credit, three hours. MacLeod.

261. History of Elementary Education. A course dealing with the development of the organization, curriculum, and the methods of teaching in the elementary schools. Credit, three hours. Gard.

262. Principles of Elementary Education. This is a synthesizing course intended for those who have enrolled for student-teaching or who have had student-teaching. The course includes a study of educational aims, values, principles, and methods based upon a democratic philosophy of education. The principles of the learning process and the principles of method are critically examined and related to the students' work in teaching. Open to Sophomores only. Credit, three hours. Beechel.

265. Teaching Reading in the Primary Grades. A course planned to acquaint the primary grade teacher with the principles of methods of training pupils to read. It deals with the period of preparation for reading, the initial period of reading instruction, the period of rapid growth in fundamental attitudes, habits and skills. Scientific investigations are examined for their results as applied to the work of teaching. Credit, two hours. Hansen.

266. Teaching Reading in the Intermediate Grades. As in Course 265

the work deals with the principles of methods of teaching pupils to read effectively in grades four, five, and six. It begins with a general summary of these early periods. Remedial work is an important point considered. Credit, two hours. Hansen.

267. Educational Tests and Measurements: Elementary and Junior High Schools. An introductory course dealing with the use of educational tests and scales in the elementary and junior high school grades. A study will be made of the problems involved in the administering and scoring of tests and in the interpretation of results. Sufficient attention will be given statistical methods to enable the student to analyze data and to understand some of the more important processes of test construction. Open to Sophomores, Juniors, and Seniors. Four recitations a week. Credit, two hours. Class.

285. Classroom Management. In this subject the mechanics of classroom procedure, such as organization, control, attendance, classification, promotion, the making of programs and reports, the keeping of records, teaching pupils how to study, the motivation of classroom work, types of the recitation, measuring the results of teaching, looking after the health of the pupils, and other routine factors are given careful consideration. In addition, throughout the course, special emphasis is placed upon classroom management as a social problem of large potential importance. Six recitations a week. Credit, three hours. Class.

407. Kindergarten-Primary Curriculum. A study of the principles underlying the selection and organization of the content of a curriculum for kindergarten-primary education; the factors to be considered in constructing a curriculum; the nature of the curriculum; evaluation of the present day curriculum for kindergarten-primary grades; standards for evaluating curriculums formulated from the study of type curriculums; activities and units of work which may be included in a kindergarten-primary curriculum; the record summary in relation to the curriculum; practice in some phase of curriculum construction. Open to Juniors and Seniors in Kindergarten-Primary Education. Credit, three hours. MacLeod.

416. Current Problems in Kindergarten-Primary Education. A study is made of the articulation of the nursery school, kindergarten and primary grades; recent movements in the kindergarten-primary field; investigation in some special field of interest. Open to students of advanced standing in Kindergarten-Primary Education. Credit, three hours. MacLeod.

436. Supervisory Practice. This course is for advanced students who wish to prepare for positions as critic teachers or supervisors. The purpose of the course is to provide experiences for the student in guiding the work of students who are doing practice teaching. The regular critic or supervisor is also the classroom teacher in the rooms chosen for this work. The work will include the following duties: evaluating the work of children with student teachers; planning work; conducting conferences with individual student teachers and with groups; selecting and organizing units of professional work; and leading seminar discussions.

This course should parallel or follow Course 495, Training School Problems. Graduate students and Seniors who have had successful teaching experience may register for the course. Credit, two or three hours. Beechel.

461. Principles of Secondary Education. A course which considers the more fundamental principles operating in the organization, the curriculum, and the methods of teaching in our secondary schools. Credit, three hours. Gard.

465. Educational Tests and Measurements: High School. This course is similar to 267, except that the tests studied will be those used in connection with the senior high school subjects. Open to Juniors and Seniors. Four recitations a week. Credit, two hours. Class.

472. History of Secondary Education. This course considers the place of secondary education in the development of modern western civilization. The secondary schools of the United States, France, Germany and England are studied. Credit, three hours. Gard.

475. Seminar and Minor Research in Education. Students will be directed in the investigation of selected phases of educational theory and practice. Open to advanced students. From two to six hours credit, depending upon the amount and quality of work done. Gard, Hansen, Beechel, or Class.

485. School Administration. This is a general course in school administration treating the administration of schools from the viewpoint of the administrator and the board of education. The organization of state, county and city boards of education with their powers and duties constitutes the first part of the course. The work of the schools as seen by the principal and superintendent constitutes the remainder of the course. The course is open to Seniors who expect to engage in supervisory or administrative work. Credit, three hours. R. L. Morton.

486. Problems in School Administration. This is an advanced course treating intensively a few problems in school administration. The problems selected are determined by the interest of the class. Credit, two hours. Hansen or Sias.

487. High School Administration. This is a general course in the administration of the high school designed to meet the needs of students who expect to teach in the high school. The problems treated are taken up from the point of view of the high school teacher. Problems of school and class organization, discipline, grading, curriculum, extra-class activities and the like are treated from the teachers' viewpoint. May not be taken for credit by students who have had Course 285. Open to Juniors and Seniors. Credit, three hours. Benz.

492. Progressive Education at Home and Abroad. A study of the literature regarding the so-called progressive schools in the United States and Europe. In the conduct of the course some progressive schools will be visited. Wide reading is required including a critical evaluation of Dr. Dewey's monograph, "Progressive Education and the Science of Education." This is an advanced course for Seniors and graduate students only. Credit, three hours. Beechel.

493. Vocational Guidance. This course will deal with the various phases of educational and vocational guidance. Open to Juniors and Seniors. Credit, two hours. Sias.

495. Training School Problems. This course is intended for critic

teachers, demonstration teachers, and directors of student-teaching in teacher-training institutions, and for those desiring to prepare for such positions. It will be the purpose of this course to give consideration to the problems connected with the procurement, organization, and administration of demonstration and practice facilities. The following topics are representative of those which will be considered; the amount and kinds of laboratory facilities needed; the problems of securing laboratory facilities; the proper function of practice, demonstration, and experimental schools; the organization and training of the staff for such schools. Open to graduate students and to Seniors who have had successful teaching experience. Credit, two hours. Class.

OBSERVATION AND STUDENT TEACHING*

231. Observation and Participation: Kindergarten-Primary. This course should be taken in conjunction with the course in Student Teaching, Kindergarten-Primary 233, with a total of seven hours credit. It may be taken alone by special permission of the Dean of the College of Education. The problems and topics for class discussion will grow out of the work observed. The course will involve a thorough acquaintance with the activities of the Kindergarten, the use of equipment and materials, and the planning of the work to meet the needs of the children. Credit, three hours. Sias.

232. Observation and Participation: Intermediate Grades. This course should be taken in conjunction with the course in Student Teaching, Intermediate Grades 234, or Special Education 237, with a total of seven hours of credit. It may be taken alone by special permission of the Dean of the College of Education. The problems and topics for class discussion will grow out of the classroom work. The course will involve a thorough acquaintance with the activities of the classroom, use of equipment and materials, and the planning of work to meet the needs of the children. Credit, three hours. Sias.

233. Student Teaching: Kindergarten-Primary. Students who are in Kindergarten-Primary Education do their student teaching in both the kindergarten and the primary grades. Student Teaching 233, four hours credit, should be taken in conjunction with Observation and Participation, Kindergarten-Primary 231, three hours credit, making a total of seven hours. Students who are preparing to teach in the primary grades should take Student Teaching 233 combined with Observation 231 in either the first or the second grade in one session. In another session they take 233a, two hours credit, in the kindergarten. Students who are preparing to teach in kindergarten should take Student Teaching 233 combined with Observation 231 in the kindergarten, and in another session take 233a, two hours credit, in either the first or the second grade. Students are expected to share with the supervising critic the responsibilities of the classroom and become an integral part of the life of the group with which they work. Credit, four hours. Sias.

233a. Student Teaching: Kindergarten-Primary. This course in student teaching is taken by the students in Kindergarten-Primary Education in a

* All students who are eligible to do student teaching should make application during the previous year and must present themselves to the Director of Teacher Training for definite assignment on the first day of registration for the Summer Session.

different session from that in which they take Student Teaching 233, following the plan indicated under 233. Students will participate one hour daily in the activities of the classroom and will attend conferences with the supervising critic. Credit, two hours. Sias.

234. Student Teaching: Intermediate Grades. This course should be taken in conjunction with the course in Observation and Participation, Intermediate Grades, 232, with a total of seven hours of credit. It may, however, be taken separately if Observation has already been completed. Students are expected to share with the supervising critic the responsibilities for the work of the classroom and become an integral part of the life of the group with which they work. Credit, four hours. Sias.

237. Student Teaching: Special Education. This course affords an opportunity for student teaching in special classes under supervision and criticism. The work should be taken in conjunction with Observation and Participation, 232. Credit, four hours. Sias and DeLand.

430. Advanced Student Teaching: Kindergarten-Primary. This course is for seniors who are taking a four-year course with a major in Kindergarten-Primary Education. The student will teach one or two hours daily for one session. The course will be characterized by careful evaluation of the results of the student's teaching and frequent conferences with supervisors. Credit, two or four hours. Sias.

431. Advanced Student Teaching: Intermediate Grades. This course is for seniors who are taking a four-year course with a major in Elementary Education. The student will teach one or two hours daily for one session. The course will be characterized by careful evaluation of the results of the student's teaching and frequent conferences with supervisors. Credit, two or four hours. Sias.

432. Observation and Participation: Junior-Senior High School. This course or its equivalent should be taken as a prerequisite for, or during the same semester as Student Teaching, Junior-Senior High School, 433. This course is devoted to observation of the work of the secondary school with participation in the class activities for the various types of teaching. The student becomes acquainted with the school, pupils, teachers, and with the physical features of the teacher's work as specific preparation for student teaching. Credit, three hours. Sias.

433. Student Teaching: Junior-Senior High School. This course is for the student who is in the senior year of a four-year course directed toward Junior or Senior High School teaching, and who has met the requirements of the College of Education for student teaching, including Observation and Participation, 432. It is expected that the student will teach in the department in which he has his major. The student should secure the recommendation of the head of the department in the University in which he wishes to do student teaching. Blanks for this purpose may be secured at the office of the Director of Teacher Training. Credit, four hours. Sias.

434. Observation and Participation: Special Departments. This course is intended for students majoring in Art, Commerce, Industrial Education, Music or Physical Education. The observation in Commerce and Industrial Education will be taken in the secondary schools, using the same plan that is

followed by those observing in Course 432. In Physical Education the time will be equally divided between the elementary and secondary fields. In Art and Music the time in observation is given largely to the work in the elementary field. The student will observe in the field of his major interest primarily. Limited observation in other fields may be provided in some cases in order to give the student some familiarity with teaching procedures in these fields. The chief purpose of this course is to give specific preparation for Student Teaching in the special field. This course, or its equivalent, should be taken as a prerequisite for, or during the same session as the course in Student Teaching in Special Departments, 435. Credit, three hours. Sias and Departmental Supervisors.

435. Student Teaching: Special Departments. This course includes student teaching in either Art, Commerce, Industrial Education, Music, or Physical Education.

Student teaching in Art is open to students having credit in advanced design, art structure, methods of teaching art and observation of art teaching.

Student teaching in Music is open to seniors in the Music Education Department who have completed Music Observation 434, and who have had ample preparation in music.

Student teaching in Physical Education for men and women includes student teaching in the elementary and secondary schools and playground work and should be preceded by Observation and Participation, 434, in Physical Education. Credit, two or four hours. Sias and Departmental Supervisors.

ELECTRICAL ENGINEERING AND PHYSICS

The Department of Physics offers in the summer session courses to meet varying needs, as follows: (a) the regular first-semester freshman course, giving three units—or four units, when taken with the laboratory work—to apply on medical school requirements, or on the six hours required in Physical Science for graduation, or to afford the opportunity to teachers of the subject to acquire a better knowledge of physics than they already possess; (b) a course in the methods of teaching physics for teachers and prospective teachers of physics in the high school; (c) a popular elementary study of the apparatus, methods, and principles of radio reception, for anyone owning a radio set, or interested in the subject in any way—no prerequisites; (d) advanced courses in physics laboratory for majors in physics and others qualified. The special topics offered are in mechanics and heat, electricity and magnetism, and optics and atomic physics; (e) engineering and executive relations; a course in the fundamentals of management, including some of the human problems (human engineering) involved in executive control; (f) a course in cultural physics, no problems, no laboratory work—a purely descriptive and demonstration course with physical science credit.

Certain conference courses for physics majors and advanced engineers will be available on request.

101-102. This Physical World. This course is an attempt to acquaint the student in an elementary and descriptive way, and without any mathematics, with the principles underlying nature's activities; their relation to

man's needs and interests; and how they are applied in the development of those devices and conveniences which, beginning as luxuries, have become necessities in modern life.

These courses are available for those who need three or six hours in the physical science requirement. Not open to those having had physics or chemistry in college. Credit, for each course, three hours. Heil.

103. Introduction to Physics. Class discussions, demonstrations, and problems on the topics of mechanics of solids, liquids, and gases, and heat. Arranged for those with or without a high school course. This course applies on the pre-medical requirements, or the general college requirement of six hours of physical science; also for high school teachers and others desiring a somewhat more thorough course, though still elementary. One hour daily. Credit, three hours, or with Course 103a, four hours. Atkinson.

103a-104a. Introduction to Physics Laboratory. Corresponding to the class course 103 given this summer, and to 104 given last summer. Fifteen well-chosen experiments in each course. Two two-hour laboratory periods each week. Credit, for each course, one hour. Heil.

106. Elementary Radio. At the present time there is a widespread interest in radio telephone communication, and among those who own radio sets or who expect to own them, and among those, as well, who merely "listen in" occasionally, there are many who wish to know more of the "why" and the "how" of those mysterious waves which so completely occupy the ether through the night and the day hours. To all such this popular course is offered.

The course considers in an elementary way the apparatus for reception, the methods in practice, and the fundamental principles involved in radio reception of speech and music. Also a brief consideration is given to methods and principles of transmission.

Some of the particular subjects covered are: the simple receiving circuit; action of crystal detectors; a study of the construction and operation of the vacuum tube; amplifying speech or music; regenerative and heterodyne reception; neutralization; operation of radio sets directly from the house lighting circuit. Credit, two hours. Heil.

106a. Radio Laboratory. Designed to show the practical application of the principles discussed in Course 106. The work includes the construction and operation of at least one set. Measurements of wave length, calibration of a wave meter, determining the working characteristics of both crystals and vacuum tubes, etc. It is advisable to take this course at the same time as the theory course. Two two-hour laboratory periods a week. Credit, one hour. Heil.

304. Methods in Physics. A course in the teaching of physics. Recitations and discussions on the value of physics as a study, and on its place in the curriculum; objectives in teaching physics in the high schools; selection of subject matter and order of treatment; method of approach in teaching beginners; the place of class demonstrations and the selection of proper apparatus; the relative importance of laboratory work and the type of experiments to be used; the organization of the laboratory, the planning of the course, and the selection and purchase of equipment. Students should have had at least on course in physics. Credit, two hours. Atkinson.

309-310. Advanced Physics Laboratory. Prerequisites, Mathematics 303-

304, and General Physics 305, 306, 305a, 306a.

a. *Mechanics and Heat.* Determination of "g" with physical pendulum, with Kater's pendulum; torsional hysteresis; elastic curves; determination of co-efficient of viscosity, surface tension; study of thermo-couple, heat content of a gas; use of the optical pyrometer. Credit, three hours.

b. *Electricity and Magnetism.* Calibration of a galvanometer; Raleigh potentiometer; dielectric constants; study of ballistic galvanometer, transients, magnetic hysteresis; use of the oscillograph. Credit, three hours.

c. *Advanced Optics.* Determination of refractive indices with the spectrometer and refractometer; measurement of wave length with the grating; use of the interferometer; use of the polarimeter; spectrum analysis, etc. Credit, three hours.

d. *Electronic Physics.* Study and use of the electrometer; use of the electroscope for the comparison of radio-activities; study of the three electrode tube; verification of Richardson's equation; study of the Tungar rectifier; conductivity of flames; determination of the charge of the electron; Laue and powder method for the determination of crystal structure. Credit, one to three hours.

e. *Research Problem.* Maximum credit, four hours. Heil.

339 or 340. Engineering Relations. These are the first and second semester courses in engineering management, regularly given in the senior year. They cover (a) historical relations; (b) legal responsibilities; (c) public relations—spread of knowledge, good service, good will, reasonable rates; (d) internal relations—physical set-up, financial structure, special problems of management; (e) the human problems in engineering—the principles growing out of experience in organizing men in power enterprises, providing for their comfort, convenience and safety, so as to secure better personal relations and more efficient performance. Open in the summer to anyone who has had two years of college work.

Given in the summer to permit an engineering student to reduce his regular year schedule. One or the other of the numbers will be chosen, depending on the size of the class and other circumstances. Credit, two hours. Atkinson.

ENGLISH LANGUAGE AND LITERATURE

101. English Composition. Required of all students. Recitations, themes, conferences. A text dealing with the rules and principles of composition and a supplementary book of essays are required. Credit, three hours. DeLancey.

103s. Advanced English Grammar. This course is designed to aid those who teach grammar and composition and those who wish to write effectively. An analysis of basic essentials in English grammar will be combined with a study of diction and usage. Word development and sentence structure will be studied for the purpose of securing grammatical soundness and rhetorical power. Credit, two hours. Lasher.

105. Introduction to Literature. Readings in English and American prose and poetry. Introductory studies in appreciation and criticism of literary masterpieces. Selections from Masfield, Swift, Carlyle, Coleridge, Byron,

Shelley, Keats, and Shakespeare. Open to Freshmen. Credit, two hours. DeLancey.

201. English Composition. Required in the College of Education. Emphasis is placed upon practice in composition and upon methods of teaching the subject. Credit, three hours. Foster or Heidler.

202. English Composition. Required in the College of Education. A continuation of Course 201. Credit, three hours. Caskey.

204. English Poetry. A study of the poetry from 1798 to 1890. Credit, three hours. Wray.

205. American Prose. Selected material from Franklin, Poe, Hawthorne, Emerson, Thoreau, Lowell, and Holmes. Credit, three hours. Wray or Heidler.

206. English Essay. Material is selected from the representative English essayists of the Victorian period. Credit, three hours. Caskey.

208. Juvenile Literature. A study of myths, fables, fairy tales, suitable poems, and one epic. A discussion of methods. Credit, two hours. Kahler.

226. The Teaching of Language in the Middle Grades. A study of the content and presentation of composition, grammar, and spelling in grades three to six. Credit, two hours. Foster.

303. Survey of English Literature (to 1744). The emphasis of the course is on the historical developments and types of English literature. Prerequisite, Courses 101 and 102, or their equivalent. Credit, three hours. DeLancey.

312. Modern Drama. A study of modern and contemporary American and European plays. Among the dramatists considered are Maugham, Drinkwater, Ervine, Walter, Rostand, Schnitzler, d'Annunzio, Gorki, Milne, O'Neill, Pirandello, Benelli, Molnar, Green, and Andreyev. This course alternates with the course in Modern Drama given in the summer of 1933. Open to Sophomores, Juniors, Seniors. Credit, two hours. Chubb.

315. English Prose Fiction. A lecture course in the development of the novel. Each student will be expected to report upon a list of twelve novels, selected from different periods. Open to Juniors and Seniors. Credit, three hours. Mackinnon.

319. Contemporary Literature. An extensive reading course in the best books of the season. The aim of the course is to acquaint the class so far as possible with the writers and books of today. A fee of two dollars will be charged to cover the cost of books. No text. Open to Juniors and Seniors. two hours. Mackinnon.

333. Creative Writing. A course for those who like to write and have shown some aptitude. The work will be adapted to the individual, and instruction will be largely by conference. Permission of instructor. Credit, two hours. Mackinnon.

407. Methods of Teaching the English Classics in the Junior and Senior High Schools. Open to Juniors and Seniors. Credit, two hours. Wray.

410. Literary Appreciation. A study of prose forms and a consideration of critical principles applicable to them. Open to Juniors and Seniors. Credit, two hours. Wilson.

413. Dante (in English). A study of the *Divine Comedy* as given in Cary's translation. Credit, two hours. Wilson.

416. Eighteenth Century Literature. A study of the representative prose and poetry from Johnson to the close of the period. Much time will be given to Dr. Johnson and his circle. Open to Juniors and Seniors. Credit, two hours. Wilson.

GEOGRAPHY AND GEOLOGY

The location of Ohio University and its surrounding geographical environment are especially well adapted to the teaching of Geography and Geology. Hills, rivers, rocks, caves, mines, factories, and soil conditions make many practical field trips possible.

203. Geography and Environment. A practical and cultural course which develops the relationship and adjustment of man to his geographic environment. When followed by any other course in geography except the methods courses, it fulfills the science requirement in the four-year courses of both the College of Education and the College of Arts and Sciences. Juniors and Seniors, or previous work in college geography. Six recitations a week. Credit, three hours. C. E. Cooper.

205. Geography of Europe. This course develops in detail the geography of the environment and natural resources of Europe. The method of study is particularly valuable to teachers. Credit, three hours. Atwood.

207. Geography and Methods for Upper Grades. A general course in methods for teaching and in professionalized subject matter such as is used from the sixth grade through the senior high school. Six recitations a week and several field trips. Credit, three hours. C. E. Cooper.

208. Geography of North America. A course which will develop a method for teaching the geography of a continent as well as supply the necessary knowledge of content. Credit, three hours. Moses.

214. Geography and Methods for Lower Grades. A general course in methods and professionalized subject matter as used from grades one to five inclusive. Six recitations a week and several field trips. Credit, three hours. Atwood.

401. Geography of Ohio. The geography of Ohio will be developed from the regional point of view. Primarily for Juniors and Seniors. Credit, two hours. C. E. Cooper.

403. Weather and Climate. A thorough understanding of weather and climate is necessary for the appreciation of the adjustments of man to his environment. Credit, three hours. Moses.

407. Geographic Influence in American History. A course developed to show the close correlations of history and geography. Credit, three hours. Atwood.

408. Research in Geography. Problems in Geography are assigned to majors in the Department. Credit, one to two hours. C. E. Cooper.

410. Geology, Historical. A cultural and practical course in Historical Geology. Credit, three hours. Moses.

416. Cartography and Graphics. Laboratory work in map drawing and graph making. Credit, one to two hours. C. E. Cooper.

GERMAN

***101s. Beginning German.** This course covers the work of the first semester of German in Ohio University. It affords instruction in the fundamental principles of grammar, drill in pronunciation, conversation, and the reading of easy German prose. Credit, three hours. Hess.

***102s. Beginning German.** Continuation of Course 101. This course is designed for those who have had one semester's work in German at the University, or one year in high school. It comprises a thorough review of German grammar and pronunciation, a considerable amount of reading, and some conversation. Credit, three hours. Hess.

303s. Intermediate German. This course is planned for students who have had one year or one and one-half years of college German, or two or more in the high school. It will be of such a nature as to fit the needs of those desiring either semester of second year German in Ohio University, and will not duplicate other courses given previously. Systematic training will be given in pronunciation, reading, translation, and formal composition. Credit, three hours. Hess.

320. Advanced German Prose. Open to students who have had two or more years of college German. Literary and historical essays will be read. This course is especially valuable for students majoring in German or in history. Credit, two hours. Hess.

HISTORY AND GOVERNMENT

101. Medieval European History. Open to all students. An introductory course. Informal talks by the instructor. Class discussions. Credit, three hours. Jones.

102. Modern European History. Open to all students. Credit, three hours. Volwiler.

201. American History. The political, social, and economic development of the United States from the colonial period through the Civil War. Credit, three hours. Field.

202. American History. Continuation of Course 201, with special emphasis on recent history of the United States. Credit, three hours. Hoover.

203. American Government. The organization and functions of the National Government, with some comparisons with the government of other important countries. Credit, three hours. Smith.

211. Teaching History in Elementary Schools. The development of history instruction in the schools; objectives and outcomes; methods and materials for the several grades; testing results; some school problems related to history teaching. Credit, two hours. Smith.

312. English History During the Stuart Period. Open to Sophomores, Juniors, and Seniors. Credit, two hours. Jones.

314. France and Contemporary Europe in the Nineteenth Century. Emphasis will be placed on the development of England, France, Germany, and Italy, and their international relations. Covers the period from 1815 to 1915.

*The course in larger demand will be given.

Open to Sophomores, Juniors, and Seniors. Credit, three hours. Jones.

319. European Imperialism. A history of the extension of European political and economic domination over the so-called "backward" territories of the world. Open to Sophomores, Juniors, and Seniors. Credit, three hours. Volwiler.

321. Pro-Seminar in European History. An introduction to the methods of historical investigation. Open to a limited number of Juniors and Seniors. Credit, two hours. Volwiler.

406. Constitutional Law. The text and case methods are used. All the leading cases on the subject are abstracted. Credit, two hours. Hoover.

412. Teaching History in Junior and Senior High Schools. The development of history instruction; objectives; selection and organization of materials; methods of procedure; types of work; history tests; relation of other social subjects to history. Credit, two hours. Smith.

416. History of Ohio. A survey of the history of Ohio from the settlement and early development to the present time. Credit, two hours. Hoover.

424. Latin American History. The Republican period. Continuation of Course 423, with emphasis on the recent history of Latin America. The wars of independence; political parties; economic and social conditions; relations with the United States. Credit, two hours. J. R. Johnston.

427. Research in American History and Government. A course primarily for graduate students. Problems in American history and government; the methods of procedure, sources of material, and the preparation of the thesis. Credit, one to three hours. Smith.

HOME ECONOMICS

The work of the Department of Home Economics is planned primarily for teachers in the elementary and secondary schools, and for those who wish to prepare for adult educational work in the field of business. Those who graduate from the course may prepare for dietitian service in three to six months' additional training in hospitals. The suggested course in Institutional Management offers preparation for commercial work in tea rooms, restaurants and school dormitories.

201. Economics of Food. Study of food markets and marketing problems from the standpoint of the consumer. Consideration of relative values of commercial products to those prepared in family kitchen. Planning and preparing meals from a standpoint of various budget levels. Study of time element, amount of work and equipment involved in food preparation. Laboratory fee \$2. Credit, three hours. Patterson.

251. Clothing Selection and Construction. One lecture and two laboratory periods per week. Study of essential factors entering into a wise choice of clothing. Pattern study. Problems in constructing simple garments. Laboratory fee \$1. Credit, three hours. Morse.

411. Problems in Teaching Home Economics. This course will include a study of what to teach; a survey of pupils and their environment, their individual differences, their activities, problems, interests, social needs, desirabilities, attitudes, standards and concepts; a survey of schools, working condi-

tions, and equipment of Home Economic laboratories; a study of organization of instruction material, courses of study, grade placement, and evaluation of the program of Home Economics; consideration will be given to professional standing and improvement. Credit, two hours. Patterson.

416. Experimental Cookery. This course is intended for investigation and scientific approach to food problems. Individual or group work on selected topics. Laboratory fee \$2. Credit, three hours. Patterson.

417. Home Management. Practical problems involving the use of time, energy, and money as economical and social factors in personal and home living are based upon experience in the home management house. Credit, four hours. Phillips.

422. Dietetics. A study of the fundamental principles of nutrition with special emphasis upon the nutritive value of foods and the four main factors of nutritive requirements of man,—energy, protein, mineral elements, and vitamins. The course includes practical application of these principles to the feeding of individuals and families under varying physiological economic and social conditions. Laboratory fee \$2. Credit, three hours. Phillips.

452. Clothing Design and Construction. One hour lecture and two hours laboratory. Principles of design worked out in material. Garments draped on dress forms. Construction problems. Laboratory fee \$1. Credit, three hours. Morse.

459. Home Planning. Practical applications of the principles of design and sanitation and of the theory of color are employed in studying the problems of planning and furnishing homes which fit our social and economic needs. Credit, three hours. Morse.

467. Institutional Management. Organization and management in residence halls, lunch rooms, hotels, and hospital dietary departments. Institutional planning and equipment. Floor plans and equipment with relation to various services. Finance and Accounting. Personnel. Location and Placement. Observation in various types of institutions. Credit, three hours. Phillips.

INDUSTRIAL EDUCATION

201. Wood Working. Class and laboratory work. A study of tool problems, and methods of presenting elementary wood work. Six double periods a week. Credit, three hours. Grones.

202. Wood Working. A continuation of 201. Six double periods a week. Credit, three hours. Grones.

206. Wood Turning. Laboratory course. Practice in various types of turning. Six double periods a week. Credit, three hours. Kinison.

209. Cabinet Making. Laboratory course. For advanced students or those who have had some experience in hand tool work. Two hours daily. Six days a week. Credit, three hours. Grones.

210. Cabinet Making. Laboratory course. A continuation of 209. Credit, three hours. Grones.

216. Constructive Design. The object of this course is to give the student practice in free hand sketching, so essential to the Industrial Arts

teacher. This is practiced both at blackboard and on paper. Originality is stressed in the designing and studying of projects. Also a study of the outstanding periods and master designers is made. Credit, two hours. Grones.

227. Sheet Metal Work. Recitation and laboratory, eight hours. The problems of this course deal with the cutting, forming, soldering, and riveting of materials used in sheet-metal construction. The development of sheet-metal patterns is an important phase of the work of this course. Credit, two hours. McLaughlin.

230. General Shop. Class and laboratory six hours. The following shop activities will be represented: wood work, metal work, electricity, plumbing and cement. These four activities will be carried on in one shop, at the same time and under one instructor. Credit, two hours. Kinison.

412. Shop Methods and Equipment. Class work. A detailed study of arrangement, care, treatment and buying of industrial education equipment and supplies. Credit, two hours. McLaughlin.

414. Machine Shop. Laboratory course, twelve hours. The work includes filing, straight and taper turning, eccentric turning, chuck work, face plate and inside turning, thread cutting on machine and by hand, polishing, shaper work and care of lathes. Credit, two hours. Bjornstad.

420. Methods of Teaching the Manual Arts. Class work. A study of shop room methods, lesson plans, problems and equipment. Six recitations a week. Credit, three hours. McLaughlin.

440. Printing. Class and laboratory, ten hours. Practice in the setting of type, imposition, proofreading, correction of proofs, and the operation of presses. Class work includes a study of the history of printing, the manufacture of paper, the kinds of paper stock, printers' inks, type faces, and typographic design. Credit, three hours. Kinison.

441. Printing. Class and laboratory, ten hours. A continuation of Course 440. Credit, three hours. Kinison.

JOURNALISM

335. Reporting Practice I. Problems of gathering and writing news under actual newspaper conditions will be met by students who will be assigned to general reportorial work on *The Athens Messenger*. Hours will be arranged for each individual after permission to enter the course is secured. Credit, two or three hours. Smiley.

336. Reporting Practice II. This may be elected only by students whose work in Reporting Practice I has been satisfactory. A student will be permitted as far as possible to specialize in the particular field of reporting he desires. Credit, two or three hours. Smiley.

337. Reporting Practice III. Prerequisite, Course 336. Credit, two hours. Smiley.

351. Editing Practice I. Students will be assigned for copyreading on *The Athens Messenger*. Hours will be arranged for each individual after permission to enter the course is secured. Credit, two or three hours. C. H. Harris.

352. Editing Practice II. Students will be assigned for advanced copy-

reading on *The Athens Messenger*. Hours will be arranged for each individual after permission to enter the course is secured. Credit, two or three hours. C. H. Harris.

361. Feature and Magazine Writing. A study of newspaper, magazine, and syndicate feature stories as to character, purpose, subject matter, and appeal will be followed by practice in writing different types. There will also be considered in the course such problems as discovering desirable material, securing suitable illustrations, and marketing manuscripts. Students who take the course for three hours credit will be permitted to select the particular type of writing they desire to do for most of their assignments. Open to Sophomores, Juniors, Seniors, and graduate students. The class will meet four times a week. Credit, two or three hours, as desired. Lasher.

366. Book Reviewing. After a study of the literary reviews in the best of current publications and a discussion of present-day literary criticism, students will write reviews dealing with various types of literature, both fiction and non-fiction. Open to Sophomores, Juniors, Seniors, and graduate students. Credit, two hours. Lasher.

378. High School Journalism (Methods Course). For those who wish to use the journalistic motive in conducting English Composition courses, those who may direct the editing of junior and senior high school newspapers, magazines, and annuals, this course is offered. The fundamentals of newspaper writing and editing will be stressed. Some attention will be given to the preparation of school publicity copy for newspapers. A study will also be made of the best high school publications of the State and of the school sections published in cooperation with community newspapers. Open to Sophomores, Juniors, Seniors, and graduate students. Credit, two hours. Lasher.

LATIN

123. Nepos and Livy. Selected *Lives* of Nepos will be read for their practical interest and as a background for a general review. The readings from Livy will include selections ranging in time from the founding of the Republic to the end of the Punic war, being chosen as nearly as possible for their natural interest to secondary teachers. The work will be graduated to meet the needs of each individual. Credit, three hours. Brokaw.

307. Horace and Juvenal, Satires. Including a study of the nature and development of satire from its formal beginning under Ennius and Lucilius until its culmination in the work of the greatest of satirists, Juvenal. Emphasis will be placed on the importance of these sources for our knowledge of Roman life. Some attention will be given also to the hexameter verse. Credit, three hours. Hill.

308s. Mediaeval Latin (including Patristic). General selections designed to introduce to the student the Latin of the mediaeval period, followed by selections from Minucius Felix, Lactantius, Saint Augustine, and others of the Latin Fathers. Credit, two hours. Hill and Brokaw.

318. The Teaching of Latin. Lectures and discussions on methods of teaching Latin, on the relation of Latin to English, on determining the comparative merit and choice of textbooks, and on important reference material for teachers of high school Latin. Some study of important principles of the

language with the reading of portions of Caesar in illustration. Credit, two hours. Hill.

327. De Natura Deorum. Cicero presents here, in dialogue form, a full discussion of the classic conceptions of the nature of God and the founding of the universe. Advanced students. Credit, two hours. Hill.

338. Introduction to Epigraphy and Palaeography. Some study of the form and content of Latin inscriptions with the reading of a limited number to illustrate their value as a source of information. The latter half of the session is given to a consideration of Latin manuscripts, the various styles of writing, the relation of the manuscripts to the established texts of a Latin author, and some selected readings from Latin manuscripts. Credit, two hours. Hill and Brokaw.

340. Special Work in Latin. This is intended to take care of senior college and graduate students. Individual work will be done under careful guidance. Those interested should consult the instructor. Credit, one to three hours. Hill, Brokaw.

MATHEMATICS

101. College Algebra. A short review of factoring, fractions, simple equations, theory of exponents, followed by the theory of quadratic equations, progressions, infinite series, and the theory of equations. Credit, three hours. Marquis.

101a. Plane Trigonometry. The definitions of the trigonometric functions and the relations among them; the addition theorems, functions of the double and half angles; computations with logarithms and the solutions of oblique triangles. Courses 101 and 101a are to be taken together except in cases where credit has already been secured in one of them. Credit, two hours. Marquis.

105. College Geometry. This course is an extension of the geometry ordinarily given in the high school, and includes a development of modern geometry. It provides excellent training for those intending to teach mathematics in high school, and a discipline of value to any student of mathematics. The only prerequisite is high school geometry. The subject matter comprises problems of construction, geometric loci, similar and homothetic figures, and poles and polars. Credit, three hours. Marquis.

207. Teaching Arithmetic in the Primary Grades. In this course consideration is given to methods of teaching the subject matter of the Arithmetic curriculum in grades one, two, and three. The results of experimental studies and of recent developments in Educational Psychology are incorporated. Credit, three hours. R. L. Morton.

209. Teaching Arithmetic in the Intermediate Grades. This course deals with methods of presenting the subject matter of the Arithmetic curriculum in grades four, five, and six. It includes the result of experimental investigations. Standardized tests and mechanical drill devices are briefly treated. Credit, three hours. Benz.

403. Teaching Mathematics in the Senior High School. This course is planned to acquaint teachers of secondary Mathematics with the best methods of presenting this subject to pupils. The course applies to the teaching of

Algebra and Geometry, the psychology of individual differences, habit formation and drill, and thinking and problem solving; the social uses of the subject-matter of the secondary curriculum; the results of experimental studies in these fields. Credit, two hours. Benz.

409. Statistics. Advanced students in Education and Psychology are frequently called upon to organize and interpret large groups of quantitative data. The purpose of this course is to present effective methods of dealing with statistics. The department is equipped with an electrically driven calculating machine, sets of calculating tables, logarithmic tables, a small reference library and an adding machine. Credit, three hours. R. L. Morton.

MUSIC

103. Freshman Harmony. Formation of major and minor scales; intervals, triads and their relations in close and open positions; harmonizing of melodies; inversions, cadences, sequences, passing and auxiliary notes; original work. Credit, two hours. Kresge.

104. Freshman Harmony. Continuation of Course 103. Credit, two hours. Kresge.

Of the two courses in Freshman Harmony, the one meeting the greater demand will be given.

113. Music History. General development of music in all its phases from the primitive and ancient peoples through the polyphonic period; the classic music of the eighteenth century. The different types and styles of music are illustrated by members of the class and the victrola. Frequent incidental reports of contemporary music are given. Text, *Music Through the Ages*, Bauer and Peyser. Credit, two hours. Peterson.

114. Music History. Study of the music of the nineteenth and twentieth centuries; Romanticism, Impressionism, and tendencies of the present day; survey of agencies for musical advancement in America; supplementary reading in current magazines. Illustrations in class. Text, *Music Through the Ages*, Bauer and Peyser. Credit, two hours. Peterson.

201. Music Fundamentals. A fundamental course in music involving elementary theory, ear training, tone production, and sight singing. Class, eight hours a week. Credit, two hours. Blayney or Cushman.

206. Ear Training and Sight Singing IV. For majors in the department of Music Education who have completed Courses 203, 204, and 205 or their equivalent. Class, eight hours a week. Credit, two hours. Cushman.

208. Folk Dances and Singing Games. Class, two hours. Credit, one hour. Wills.

211. Music Methods for Grade Teachers. This course is designed for those who plan to teach in the elementary schools, and is not open to majors in the department. Class, four hours a week. Credit, one hour. Blayney, Wills, or Danielson.

213. Music Appreciation for Grade Teachers. Familiarity with good music. Appreciation material for the first six grades and methods of presentation of the material. Class, four hours a week. Credit, one hour. Wills.

227. Campus Orchestra. A laboratory course for instrumental majors

but open to any student on the campus who meets the requirements of the try-out. Increased facility in ensemble playing is the aim. Class, four hours a week. Credit, one hour when taken for credit. Ingerham.

311. Analysis and Form. Detailed structural and harmonic analysis of musical compositions; monophonic and polphonic analysis. Material used: *The Hymnal, Songs Without Words*, etc. Prerequisite, Course 103-104, or the equivalent. Credit, two hours. Robinson.

312. Analysis and Form. Continuation of Course 311. Credit, two hours. Robinson.

Of the two courses in Analysis and Form, the one meeting the greater demand will be given.

405. Chorus Conducting I. Technique of the baton. A study of the qualities and habits essential to a good conductor. Position, phrasing, enunciation, attack, dynamics, and tone are considered. Practice in conducting is given. Class, four hours a week. Credit, one hour. Danielson.

407. Music Methods for the First Six Grades. A course for Juniors majoring in Music Education. A study of principles and methods pertaining to the teaching of music in the first six grades. Supervisory and administrative problems involved in the work of these grades. Class, six hours a week. Credit, three hours. Danielson.

431. Methods of Instrumental Instruction. A study of class methods employed in the teaching of stringed, brass, and woodwind instruments. Problems of school orchestras and bands, and of instrumentation. Class, six hours. Credit, three hours. Ingerham.

Band Instruments. Private instruction in woodwind and brass instruments according to the individual ability of the student. Credit, one hour for two lessons a week. Janssen.

Organ. Private instruction in organ for those having the required proficiency in piano. Credit, one hour for two lessons a week. Kresge.

Piano. Private instruction in pianoforte according to the individual ability of the student. Credit, one hour for two lessons a week. Kresge or Schaber.

Violin. Private instruction in violin according to the individual ability of the student. Credit, one hour for two lessons a week. Ingerham.

Voice. Private instruction in all phases of voice culture, repertoire, etc. Credit, one hour for two lessons a week. Robinson or Peterson.

Practice hours in Organ, Piano, Band Instruments, and Voice should be secured from Professor Robinson at registration time.

Application for membership in the University Chorus should be made to Professor Robinson on Registration day. The first meeting of the Chorus will be Tuesday, June 12, at 1 p. m. in Memorial Auditorium.

Application for membership in the Band should be made to Professor Robinson on Registration day. The first meeting of the Band will be Tuesday, June 12, at 4 p. m. in Memorial Auditorium.

PHILOSOPHY

301. General Ethics. A general course in Ethics in which the student is

introduced to the main historical ethical philosophies of life as developed by the great thinkers and moralists. Study is made of the values, right, duties, and virtues that are most important. Part of the course is given to class discussion of the chief personal and social problems of present-day life. The course emphasizes the idea of values, so important in current philosophy, and aims to develop a constructive view of personal and social morality. Open to Sophomores, Juniors, and Seniors. Credit, three hours. Houf.

303. Introduction to Philosophy. An elementary treatment of the chief problems of philosophy. Such questions as the following will be discussed: the meaning of philosophy, its relation to the sciences, to religion, and to life, the nature of knowledge and experience, God, the soul, good and evil, human freedom, and immortality. An introductory acquaintance will also be sought with such important present-day philosophies as evolutionism, realism, idealism, materialism, and pragmatism. The course is meant to introduce the student to the most interesting features of serious human thought and to put him in possession of the fundamental ideas necessary for forming a satisfactory philosophy of life. Open to Sophomores, Juniors, and Seniors. Credit, three hours. Houf.

PHYSICAL EDUCATION AND HEALTH

Men

208. Kinesiology. A course in applied anatomy dealing with the principal types of muscular exercises, with inquiry as to how they are performed, how they react on the body, and their relation to the problems of bodily development, bodily efficiency, and the prevention and cure of certain defects and deformities. Credit, two hours. Trepp.

261. Freshman Physical Education. (Required of all Freshmen.) One hour each week is given to health education. The student reports twice a week to his physical education class and once to his assigned health class. The regular gymnasium periods are given over to games, sports, self-testing activities, and the development of fundamental skills. Credit, one hour. Grover.

262. Freshman Physical Education. (Required of all Freshmen.) Health Education is not included in this course. The physical education periods are largely a continuation of those in 261, with emphasis on organized play. The following activities make up the class work: basketball, volleyball, baseball, track and field, and practice in the Ohio Pentathlon. Credit, one hour. Trautwein.

263. Sophomore Physical Education. (Required of all Sophomores.) Students are permitted to elect activities in which they are interested and in which there is instruction. Emphasis is placed on individual and team instruction. Activities are offered as follows: soccer and volleyball; boxing and wrestling; indoor baseball and handball; cross-country and indoor track. Six hours a week. Credit, one hour. Grover.

283. Personal Health. The object of this course is to provide students with a fundamental knowledge of the source of material and an appreciation of the means whereby the health of the individual and the group may be improved. Credit, three hours. Trepp.

293. The Teaching of Health. This course is concerned with the methods of teaching health in schools and colleges. Credit, two hours. Trepp.

405. Physical Education Practice. Recreational games, mass athletics, athletic and clog dancing. Credit, one hour. Peden.

406. Physical Education Practice. Tumbling, stunts, and elementary apparatus work. Credit, one hour. Trautwein.

***416. Methods in Coaching.** Coaching of basketball. Four-week Session. Credit, two hours. Grover.

***417. Methods in Coaching.** Coaching of football. Four-week Session. Credit, two hours. Peden and Trautwein.

***418. Methods in Coaching.** Coaching of baseball. Four-week Session. Credit, one hour. Peden.

423. Swimming. Includes life saving and fancy diving. Credit, one hour. Trepp.

Men and Women

207. Physical Education Methods. A course dealing with methods in physical education for elementary and secondary schools. Credit, one hour. Required of all two-year students. Not required of majors. Bird.

281. Principles of Health. This course deals with personal, school, and community health; is designed especially for teachers to assist them in carrying out health educational programs in their schools. It is open to two-year course students. Credit, three hours. Druggan.

***412. Theory of Play and Games.** This is a study of the important theories of play. Play programs for schools, recreation centers, and playgrounds. Latter part of course devoted to the practice of games. Two sections, one four-week session, one eight-week session. Credit, two hours. Bird.

***422. Organization and Administration.** Physical Education in elementary and secondary schools, colleges and normal schools; athletic management; intramural, interscholastic, and intercollegiate athletics. Credit, two hours. Four-week Session. Bird.

Women

217. Coaching of Basketball. Theory and practice of coaching basketball, including lead-up games. Credit, one hour. Spencer.

261. Freshman Physical Education. Games, floor work, and dancing. Daily. Credit, one hour. Alexander.

261s. Swimming. Daily. Credit, one hour. Spencer.

262. Freshman Physical Education. A continuation of Course 261. Credit, one hour. Alexander.

263. Sophomore Physical Education. Swimming and dancing. Daily. Credit, one hour. Spencer.

264. Sophomore Physical Education. A continuation of Course 263. Daily. Credit, one hour. Alexander.

*Four-week session.

PSYCHOLOGY

201. General Psychology. This course is designed to give the student a knowledge of the most important facts, laws and methods of investigation of human mental life. Practical applications to problems of everyday life will be emphasized. The text used, perhaps more than any other recent one, is written simply and concretely, laying stress on the learning process in actual situations in the outside world as well as in school work. Credit, three hours. Anderson or Scott.

205. Child Psychology. This course will consider the mental processes of the child particularly from five to adolescence. Topics considered are the hereditary and environmental factors, sensory and perceptual life of the child, play, curiosity, imagination, memory, imitation, language, art and musical expression, moral nature, discipline, punishment, etc. Experimental studies in child psychology will be emphasized as part of the course. Credit, three hours. Porter.

207. Educational Psychology. The primary purpose of this course is to help the student to master the elementary but significant problems and principles commonly accepted by experts as fundamental to good teaching. Discussion and lecture follow actual testing of, and experimentation with, the concrete separate problems of learning and teaching as found in school subjects, individual differences, and in many ways in which individuals influence each other. Credit, three hours. Lehman or Patrick.

211. Psychology of Junior and Senior High School Pupils. The present literature bearing upon adolescence will be surveyed, with emphasis on the more recent scientific investigations. The interests, abilities and instinctive tendencies of youth are to be given special attention. The more important phases of mental hygiene in its bearing on adolescence will also form a major division of the course. Members of the class will be given an opportunity to participate in one or more research problems in which the youth in his relation to such institutions of society as the home, school, religion and sports will be investigated. The course aims to give the junior and senior high school teacher a better physical, mental and emotional understanding of the problems of the child at this difficult age. Credit, three hours. Lehman or Scott.

412. Abnormal Psychology and Mental Hygiene. The nature of mental adjustments made by man to adapt himself in a normal way to the requirements of modern life; the deviations from the normal leading to the maladjustments which must be considered as abnormal; the relation between the mental processes of primitive man, the child, dream-life, and mental disease; the theory, application, and limitations of psychoanalysis, the experimental methods giving useful results for the study of abnormal mental processes; applications of the facts of abnormal mental development to individual and social life. Clinics held at the Athens State Hospital and also at the University. Credit, three hours. Porter or Scott.

419. Mental Measurements. The methods of testing intelligence as worked out by Binet, Terman, and others by individual tests will be demonstrated first by the instructor and later by members of the class. Group intelligence tests will be treated in the same manner. Lectures and discussion

will follow rather than precede actual experience in testing. Application of the results of recent investigations in the measurement of intelligence and other mental traits to school and other social problems such as promotion, methods of instruction, and individual diagnosis and treatment will be emphasized. Credit, three hours. Anderson or Patrick.

424. Clinical Psychology. An advanced course designed to give the student training and experience in giving and valuating the results of a variety of tests and measurements. Individual cases of children from the delinquent, dependent, superior, feeble-minded, and school classes will be used as problems of clinical study. Mental instability as a cause of school and social maladjustment will be studied along with mental deficiency. Recent books by Wells, Bish, Wallin, and such journals as the *Psychological Clinic*, *Journal of Applied Psychology*, *Journal of Abnormal and Social Psychology*, *Journal of Juvenile Research* and *Character and Personality* will be used as sources. Credit, three hours. Patrick.

428. Seminar: A Selected Topic. The field of psychology chosen for study in this course is usually one of keen current interest and of practical significance to the students electing the course. Each student works out an individual minor problem selected in consultation with the instructor. Credit, two hours. Porter.

432. Personnel and Vocational Psychology. Topics dealt with in this course will be chosen with reference to their bearing on personnel problems and vocational problems to be met in industrial, commercial and educational work. Each student will be expected to work out a minor problem bearing on occupational interests, aptitudes or selection and training. Credit, three hours. Lehman.

ROMANCE LANGUAGES

101s-102s. Beginning French. This is a course for beginners, and covers the work of the first year of college French or of two years in high school. Students are expected to take both courses simultaneously, but those who have credit for the first semester in college or for the first year in high school may, if they desire, register for Course 102s only, selecting either the first or the second hour of recitation, or beginning attendance at both hours with the fourth week of the session. It is nearly always advisable for such students to be present the full two-hour period each day from the start, however, as a systematic review is generally necessary where some time has elapsed since the first semester was taken. Two hours daily. Credit, six hours (one year of foreign language). Noss.

304s. Intermediate French. This course is designed for students who have had one year or more of college French, or two years or more of high school French. It will be of such nature as to fit the needs of those desiring either semester of second-year French in Ohio University, or work in addition to the regular second year, and will not overlap or conflict with other courses given previously. Stress will be laid upon pronunciation, and a general grammar review will be included in the form of regular and systematic exercises in composition. One hour daily. Credit, three hours (one-half year of foreign language). Noss.

314. Sixteenth Century French Literature. A history of the development of French thought during the Renaissance as seen in the works of Rabelais, Calvin, the Pleiade, Montaigne, and others. This course is intended for graduates and other advanced students. Four hours each week. Credit, two hours. Noss.

101s-102s. Beginning Spanish. This course is intended for students who have no knowledge of the language. During the course, the essentials of grammar will be covered, with emphasis on pronunciation, drill in verbs, and considerable translation into Spanish. As soon as the progress of the class permits, a reader will be introduced and simple conversation in Spanish employed. Students are expected to take both courses simultaneously, but those who have credit for the first semester may register for Course 102s only, if they wish, selecting either hour of recitation at their convenience, or beginning attendance at both hours with the fourth week of the session. It is advisable for such students to be present the full two-hour period each day, however, as a systematic review is generally necessary where time has elapsed since the first semester was taken. Two hours daily. Credit, six hours. Whitehouse.

105. Spanish Culture and Civilization. This course will be conducted in English, and no knowledge of Spanish is required. The object of the class will be to give students of history, English, and the other Romance languages an opportunity to become acquainted with the history, literature, and cultural development of Spain. Given in summer only. Credit, one hour. Whitehouse.

304s. Intermediate Spanish. This course is designed for such students as have had one or two years of college Spanish. It will be of such nature as to fit the needs of those desiring either semester of second-year Spanish in Ohio University, or work in addition to the regular second year in college, and will not overlap or conflict with other courses given previously either in the regular year or in the summer. The course will include grammar review, practice in composition, and introduction to Spanish literature, and as much conversation in Spanish as is feasible. The course is recommended especially to teachers or prospective teachers who would like a thorough review. One hour daily. Credit, three hours. Whitehouse.

320. Advanced Spanish. This course offers special work to students qualified to undertake advanced study. Those interested should consult the instructor on program and choice of subjects. Credit, one to two hours. Whitehouse.

SOCIOLOGY

The courses offered in this Department are designed to develop in the minds of students an intelligent appreciative interest in the general problems of moral and social well being. Sociology may be defined as the science of interdependent and integrated living and art of making harmonious and helpful adjustments in the various relationships of life.

201. Educational Sociology: Introduction. A discussion of education as a social process conditioned by social groups and institutions, social attitudes and values; the pupil as a person and a number of various groups; the sociological basis of teaching and classroom organization; the sociological aspects of the curriculum; the school in its relation to the community. Credit, two hours. Ash.

203. Principles of Sociology. The purpose of this course is to direct the student in a comprehensive survey of the most important principles underlying the general field of Sociology, to give him a working use of the chief concepts employed as instruments of sociological analysis and interpretation and to acquaint him as far as possible with the standard literature in the field of general sociology. Credit, three hours. Taylor.

204. Social Problems. An attempt to apply the principles and techniques of general sociology to the analysis and solution of social problems. The nature of social problems as stresses and strains and forms of social, cultural, and personal maladjustment and disorganization will be studied as they arise in the operation of contemporary society under the influence of the dynamics of physical, bio-physic, and cultural factors. Particular emphasis will be given to the emergence of such major social problems as surround marriage, the family, child-life, youth, women, old age, employment, health, social and mental hygiene, housing, education, religion, race, migration, crime, dependency, and poverty. Social theories and measures for relief, personal readjustment, social reorganization, and social planning will conclude the study. Credit, three hours. Taylor.

Note—Courses 203 and 204 are designed to serve two main purposes: First, to accommodate those who want only a one or two semester course in Sociology, and second, to serve as a general foundation course for those wishing to specialize in Sociology.

211. Introductory Rural Sociology. A study of rural society. This course will consider the composition of the rural population, the rural family and standards of living, and an analysis of rural institutions such as the school, church, recreation agencies, local government, and health agencies. The fundamental differences between rural and urban groups will be considered as well as the major rural social processes. Credit, two hours. Taylor.

212. The Rural Life Movement. This course is a general review of the work of the various movements and agencies which have as their purpose the improvement of rural life, such as the Grange, Farm Bureau Federation, American Country Life Association, 4H Clubs, and others. The history, the structure and functions, and a critical analysis of the problems and the utility of these and other organizations will be considered. Programs for the improvement of rural society with the problems therein involved will be discussed. Credit, two hours. Taylor.

413. Sociology of Religion. A study of the origins of religion and of primitive religious practices; the rise of institutional religions; and the ramifications of religion in modern social life. Credit, three hours. Ash.

420. Contemporary Social Movements. A critical and interpretative study of some of the plans that have been proposed and the movements that have been launched to bring the social processes under intelligent control and to

direct them to specific ends. The course will be divided into three major sections. The first section will include the better known utopian and socialistic philosophies. The second will be devoted to the two significant social experiments of the present time, viz. communism and fascism. The third section will include some of the more recent proposals for achieving a planned and controlled social order. Credit, three hours. Ash.

421. Social Service. An introduction to social case work with attention to problems of individuals and families in their social relationships. Case records will be analyzed and studied from point of view of understanding the basis of the failure of the individuals in self-maintenance, of interpreting their reactions and behavior in terms of their life experiences and relationships and of evaluating the treatment followed. Credit, three hours. Horlacher.

SPEECH AND DRAMATIC ART

106. Oral Expression. Elective in Kindergarten-Primary course. Practice and study in the oral presentation of subject matter. Credit, one hour. W. H. Cooper.

302. Public Speaking II. This course is designed to meet the needs of the more mature student who, in various ways, has acquired the elementary principles of public speaking and now desires further to prepare himself to confront the actual speech situations in practical life. Methods of effective, persuasive speaking will be studied and discussed. Methods of delivery also will receive considerable attention. Credit, three hours. W. H. Cooper.

306. Parliamentary Law. A study, with considerable practice, of the art of conducting a public gathering, leading, or taking part in group discussions; the art of presiding over an assembly, introducing proper motions, and speaking to questions from the floor; the art of getting things successfully done in any organized group of people. Credit, two hours. W. H. Cooper.

315. Play Directing (A methods course). A practical course of instruction in the technique of staging a play and in the art of directing play rehearsals. The course is designed to enable the student to "put on" a play successfully in his own school or town. It is, therefore, a study of the art of acting as well as of the art of directing. A study of stage terms, characterization, stage balance and grouping, stage movements and business, tempo, pause, emphasis, climax, stage pictures, etc. Plays selected for high school, college, and town presentation are read, staged, and criticized as a part of the class work. Credit, three hours. W. H. Cooper.

317. Theatre Arts. A study in theory and practice of stagecraft. The student, working in the laboratory workshops, is given the technical problem of designing and constructing stage settings and costumes for the theatre, also of studying the technique of lighting, make-up, and production methods. Student technicians in this course are given opportunity for application of theory and principles of stagecraft through the production activities of Playshop. Open to Sophomores, Juniors, and Seniors. Six laboratory hours per week. Credit, three hours. Jukes.

319. Dramatic Interpretation. Theory and practice of acting for the amateur actor. A study of the interpretative art planned for the individual as well as the ensemble. By means of pantomime, improvisation of dramatic

scenes, the monologue, excerpts from plays, the student is aided in building the dramatic character. Opportunity for the learning of stage technique is given by casting students from this course in the laboratory plays presented in the play directing class. Open to Sophomores, Juniors, and Seniors who have completed Course 103 or 105. Credit, three hours. Jukes.

Note. In connection with the three courses in dramatic art offered this summer, two plays will be presented to the public. A one-act play will be given before the students at convocation, and a three-act play will be presented in the Memorial Auditorium. So far as possible, students in the dramatic courses will be cast for these plays.

PART II. THE POST SUMMER SESSION

The post summer session is organized to meet the needs of students who wish to utilize the three weeks of time for their advancement in collegiate study. It is expected that students who register for the various courses will be organized into formal classes only when the number of students in any course makes such organization advisable. It is probable that most of the study will be carried on in an informal way on the conference basis. Under this plan the needs of each student can be met whenever a teacher of the selected subject is available.

In order that plans may be made, students who expect to attend the post summer session are asked to notify the Office of the Registrar not later than Saturday, July 21. When filing such notice please state the title and course number of the course which is desired.

DEPARTMENTS OF INSTRUCTION

The departments of the University which will offer work during the post summer session are herewith listed with a general statement of courses which can be offered.

AGRICULTURE

207. Forestry. This course aims to acquaint the student with ways and means of identification and classification of native trees and shrubs. A study is made of leaves, buds, wood, fruits. Credit, two hours. W. F. Copeland.

415. Evolution and Heredity. A consideration of the prominent theories relating to environment, evolution and inheritance. For this course the student should have a knowledge of botany and zoology. Credit, three hours. W. F. Copeland.

416. Evolution and Heredity. A continuation of Course 415. In addition a study is made regarding the influence of environment and innate factors relating to human betterment. Credit, three hours. W. F. Copeland.

ART

The courses in Art listed below will be offered if there is demand for them. Additional courses may be offered on demand. The program of hours will be arranged to fit the needs of students who register. Additional advanced courses can be made available if students request them.

201. Art Education. Art principles carried out in original designs in line, dark and light, and color. Representative Drawing and Painting, Lettering. Credit, two hours. Abel.

202. Art Education for Intermediate and Higher Grades. Discussion on modern tendencies in teaching art with variations of definite application to activities of the classroom. Prerequisite, Course 201. Credit, one hour. Abel.

204. Art Education for Early Childhood. Students plan and carry out problems which might arise in an activity program. Class criticism is given from the point of view of the child, and that of the college student. Prerequisite, Course 201. Credit, one hour. Abel.

BIOLOGY

The Biology Department will offer Biological Problems, 363. This is an advanced course and will offer opportunity for research along several lines of work offered by the department.

CIVIC BIOLOGY AND BOTANY

Boetticher or Vermillion will be available for teaching in the post session, and will offer any of their courses for which there is demand.

CIVIL ENGINEERING

The Department of Civil Engineering will give opportunity for study in the various courses of the department if the demand is sufficient to warrant it. Thomas is available for the giving of such work.

CLASSICAL LANGUAGES

The Department of Classical Languages will offer courses based upon demand.

EDUCATION

Gard, Hansen, and Class will be available to give courses in Education. They are willing to direct the work of any of the courses which they usually offer. The following courses in particular are called to the attention of prospective students:

261. History of Elementary Education. Credit, three hours.

262. Principles of Elementary Education. Credit, three hours.

265. Teaching Reading in the Primary Grades. Credit, two hours.

266. Teaching Reading in the Intermediate Grades. Credit, two hours.

267. Educational Tests and Measurements: Elementary and Junior High Schools. Credit, two hours.

285. Classroom Management. Credit, three hours.

461. Principles of Secondary Education. Credit, three hours.

465. Educational Tests and Measurements: High School. Credit, two hours.

472. History of Secondary Education. Credit, three hours.

475. Seminar and Minor Research in Education. Credit, two to three hours.

485. **School Administration.** Credit, three hours.

495 or 496. **Training School Problems.** Credit, two hours.

ENGLISH

101. **English Composition.** Required of all students. Recitations, themes, and conferences. A text dealing with the rules and principles of composition is used and supplementary reading is required. Credit, three hours. Lash.

102. **English Composition.** A continuation of Course 101. The supplementary text is usually a book of short stories. Credit, three hours. Lash.

304. **Survey of English Literature.** The emphasis of the course is on the historical developments and types of English Literature. Prerequisite, Courses 101-102. Credit, three hours. Lash.

Foster, Caskey, and Heidler of the College of Education will be available to give courses in English Composition 201 or 202. They are willing also to direct the work of any of the courses which they usually offer.

GEOGRAPHY

It is probable that courses in Geography will be available.

HISTORY

W. C. Harris offers the following courses. The ones in demand will be given. For description please refer to the *Ohio University Bulletin*, Catalog Number.

101. **Medieval European History.** Credit, three hours.

102. **Modern European History.** Credit, three hours.

305. **The British Empire.** Credit, three hours.

309. **English History to 1485.** Credit, two hours.

310. **English History Since 1485.** Credit, two hours.

315. **The Great War, 1914-1918.** Credit, two hours.

316. **Europe Since 1918.** Credit, two hours.

323. **History of Civilization.** Credit, three hours.

324. **History of Russia.** Credit, three hours.

Hoover and Morrison will be available also to give courses which may be desired. Hoover will give any course which he usually offers in the Department. Morrison suggests:

202. **American History.** Credit, three hours.

214. **The New South.** Credit, three hours.

215. **The United States since the World War.** Credit, three hours.

425. **The United States, 1850-1877.** Credit, three hours.

INDUSTRIAL EDUCATION

Grones and Kinison will be available to direct the work of any of the courses which they usually offer.

JOURNALISM

The Department of Journalism can offer the following courses: Editing Practice 351, 352, each two to three hours; Reporting Practice 335, 336, 337, each two to three hours. This work will be directly in charge of C. H. Harris and Smiley of *The Athens Messenger*.

MATHEMATICS

One professor in the College of Arts and Sciences will be available in case there is demand for regular courses or for graduate work on the conference basis.

Robert L. Morton of the College of Education will make available the following courses:

207. Teaching Arithmetic in the Primary Grades. Credit, three hours.

209. Teaching Arithmetic in the Intermediate Grades. Credit, three hours.

211. Freshman Algebra I. Credit, three hours.

212. Freshman Algebra II. Credit, three hours.

213. Plane Trigonometry. Credit, three hours.

409. Statistics. Credit, three hours.

410. Advanced Statistics. Credit, three hours.

411. Statistical Research. Credit, two to three hours.

PHILOSOPHY

Gamertsfelder or Houf will offer any two of the following courses for which there is greatest demand:

301. General Ethics. A general course in ethics in which attention is given to the origin and development of moral ideas, to the historical ethical theories, to a constructive view of personal and social morality, and to the chief personal and social problems of current life. Credit, three hours.

303. Introduction to Philosophy. An introductory study of the underlying principles of the sciences, morals, religion, and art in order to acquaint the student with philosophical conceptions as they appear in general literature. Credit, three hours.

309. Logic. A study of the principles and methods of sound reflective thinking as applied in the special sciences, and in oral or written exposition and argumentation generally. Credit, three hours.

313. American Philosophy. A study of the speculative thought movements in American history with a view to explaining the philosophical background of our literature, social institutions, and national character. Prerequisite, three hours in philosophy, or junior or senior rank. Credit, two hours.

PHYSICAL EDUCATION AND HEALTH

The Department of Physical Education and Health will offer courses if the number of students desiring to enroll warrants it.

PSYCHOLOGY

Opportunities will be given for students during this session to pursue courses in Psychology, as follows:

- 201. **General Psychology.** Credit, three hours.
- 207. **Educational Psychology.** Credit, three hours.
- 419. **Mental Measurements.** Credit, three hours.
- 205. **Child Psychology.** Credit, three hours.
- 206. **Business Psychology.** Credit, three hours.
- 415. **Social Psychology.** Credit, three hours.
- 435. **Minor Problems.** Credit, one to three hours.

Anderson will offer these courses and he may be assisted by other members of the regular staff if the demand for courses is sufficient.

SOCIOLOGY

Either Ash or Taylor of the Department of Sociology will offer courses in this Department if there is a demand for them.

SPEECH AND DRAMATIC ART

105. Voice and Diction. The development of a pleasing and effective speaking voice. Emphasis is given to voice production and projection, attack, melody, tonal shading, phrasing, enunciation, and pronunciation. The oral reading and interpretation of modern prose and poetry before the class audience affords the individual opportunity for personal growth. Open to all students. Credit, two hours. Jukes.

319-320. Dramatic Interpretation. Theory and practice of acting for the amateur actor. A study of the interpretative art planned for the individual as well as the ensemble. By means of pantomime, improvisation of dramatic scenes, the monologue, excerpts from plays, the student is aided in building the dramatic character. Opportunity for the learning of stage technique is given by casting students from this course in the laboratory plays presented in the play directing class. Credit, three hours. Jukes.

321. Laboratory in Stagecraft. This course deals with the following problems of the theatre: principles and art of make-up, organization of the production staff, principles of management, ethics, and efficiency of the backstage area. Students in this course will have opportunity to practice the principles of dramatic production in the experimental theatre, and in the work of Playshop. Credit, three hours. Jukes.

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